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BOOKENDS

BHAGWAN SHREE RAJNEESH, the Indian Guru, may seem an unusual subject for an academic book. But University of East Anglia sociology lecturer Bob Mullan spent 10 months in a Rajneesh commune collecting material for his new study of the guru's followers (page 7)

G. F. A. Harding explains how clinical **NEUROPHYSIOLOGY** has become a means of investigation that does not require risky surgical exploration and which can provide valuable early warning (page 9)



J. A. Secord reviews three new books on the development of **GEOLOGY** in the nineteenth century. These trace the influence of William Buckland (above) and other pioneers of the discipline (page 10)

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Three into two?

Tomorrow is the deadline for comments on two consultative papers that may have been overshadowed by Sir Peter Swinnerton-Dyer's 28 questions to the universities but are every bit as important. The first is the National Advisory Body's *Towards a Strategy for Local Authority Higher Education in the late 1980s and beyond*, and the second the Council for National Academic Awards' *Future development of the CNA's academic policies at undergraduate level*.

The NAB document lists 19 questions for discussion, helpfully labelled A to S to avoid confusion with the University Grants Committee's questions. The CNA lists 20 topics (roman numerals this time) on which it has invited the views of institutions. Addicts for consultation therefore have up to 67 questions they can answer about the future pattern of higher education. Of course, there is a considerable and revealing overlap of interest. Two-year courses, access, credit transfer, part-time degrees, distance learning, if recur with remarkable regularity. Higher education is moving to a common agenda - but from uncoordinated and even competitive perspectives. If there were no other justification for establishing a national commission for higher education, the need to establish common terms of reference for the great debate about its future would almost be sufficient.

A central issue which all three address is the present supremacy of honours degrees, normally studied full-time and for three years, within British higher education. This supremacy is total in the universities at undergraduate level and substantial in the polytechnics and colleges. To those who believe that this supremacy should be weakened the key seems to lie in some form of two-year course, qualification or even degree.

The approaches of the three consultative papers to this issue are very different. The UGC has included two-year courses/degrees in its great debate not because it expects any positive support for the proposal within universities or seriously intends to recommend it to the Secretary of State, but because it is a Leverhulme recommendation and Sir Keith Joseph referred specifically to Leverhulme in his letter to Sir Edward Parkes on September 1. A convincing clue to what the UGC really thinks about two-year degrees is its choice of the disastrous description "an initial two-year non-vocational module". Nothing is less

likely to appeal to a Government committed to cost cutting and utilitarianism than the prospect of an uncontrollable accumulation of "irrelevant" modules which this phrase suggests. If the "non-vocational" part ever got past Sir Keith, the Treasury would never for a moment contemplate proliferating modules. Two, four, six, eight... where would it end?

So much for the universities and two-year courses. Both the NAB and the CNA take the proposal much more seriously. Between them their two papers suggest three broad strategies. The first is to retain the present types of course, Higher Diploma, Diploma of Higher Education, ordinary and honours degrees, but to shift the balance by increasing the proportion of students on the first two (which last two years) and reducing the proportion on the second two (which last three years).

The second is also to retain present courses but to link them together by a formal system of credit accumulation. This might imply a similar shift in the balance between diplomas and degrees simply because the former would become the natural entry point into higher education. It would certainly require considerable reform of the internal structures of courses to make their various stages compatible. A prolonged exercise in harmonization would be necessary, between courses in the same and presumably adjacent subjects at different levels, between courses in related subjects at the same level, and between courses in different institutions at both.

The third is to invent new types of course, rather as the DipHE was invented 10 years ago. A modified version might be to follow the example, or at any rate the myth, of Scotland and to try to make ordinary degrees the normal undergraduate course with an additional honours year for only a minority of students. As English and Welsh school leavers with A levels have allegedly reached a higher standard than Scottish ones with Higher, a two-year ordinary/three-year honours degree pattern could then be justified - at a considerable stretch.

The drift of the NAB paper is towards the first of these strategies, mainly because its main motive is to increase or at least maintain the present standard of access to higher education. The NAB's implicit argument is not the naïvely mechanical one which its critics have caricatured. It is not suggesting that if students only get

two years rather than three, a third more places become available. Rather the argument is that two-year diploma courses are more attractive to a constituency of students, locally rather than nationally based, job or home related rather than academically inspired, who have been offered a rather poor deal in the last 20 years of headlong expansion of degree-level higher education. This is also the constituency from which many part-time students can be drawn. So the NAB's approach to two-year courses fits in well with its broader strategy.

The drift of the CNA paper is rather different. It is towards the second of these strategies with a wistful and longing glance at the third. The council's main motive is to ease the path of students and to improve the actual curricula on which formal qualifications are built. The NAB's approach naturally is external and policy-directed; the CNA's is internal and student-driven. So the council's paper dwells on issues such as the validation of individual modules, the regulation of student numbers, the assessment of experiential learning and other non-traditional methods of entry. The CNA is also interested in inventing new two-year courses, probably along the lines of a Higher Diploma in the humanities and social sciences with a one A level year. But here it strays dangerously close to the forbidden territory of Sir Peter Swinnerton-Dyer's "two-year non-vocational module".

The Government's embryonic view, as explained by Mr Peter Brooke shortly before Christmas, seems to be that it will do nothing to undermine the standard three-year degree - any more than it will undermine A levels in secondary schools. But it would like to see Higher Diplomas encouraged because they are cheap and their students easily find jobs that are relevant to industry.

In practice no single strategy can be exclusively preferred. If two-year courses make any progress at all, it will be a mixture of all three approaches. The NAB will try to protect and encourage traditional undergraduate work; credit transfer will slowly build into a broader system of credit accumulation; and the DipHE may get a second wind as a one A level entry general education diploma. If any or all of these happen, the pattern of courses in polytechnics and colleges certainly and possibly in universities too may be substantially different at the beginning of the 1990s.

But that decision puts the ABRC in the position of pursuing two contradictory policies simultaneously.

Either the priorities SERC wishes to pursue are so important their budget share should stand. Or the problems of reorganizing institutes on a reduced budget are so severe the AFRC and NERC should be relieved immediately.

The current compromise, the product of traditional solidarity among the five research councils and misjudgement of the prospects for increasing the science vote - will do little good for anyone.

One of the charges most often levelled at the AFRC, by the advisory board and others, is poor management of its large collection of institutes and research units. No doubt the same criticism will be laid at the door of the ABRC after its recent shamefaced admission that it got its sums wrong on the money needed for new university grants.

But whatever the justice of these claims, the ABRC appears to be forging ahead with a policy which will make the management problems of these two councils much more difficult. At the turn of the year, it looks as though the results of this policy over the next twelve months will show the board itself to be guilty of bad management and bad strategy too.

Laurie Taylor



Now look, I'll tell you something you didn't know. I'll tell you something... Darling...

No. You listen. I just want to say one thing. Just one thing. Darling, I'm sure the Vice-Chancellor doesn't want to hear... Because, you see, this year things are going to be different. Are they, Doctor Wernitz? Oh yes they are, Vice-Chancellor. Vice-Chancellor, you must excuse...

I'll tell you what. You think - you all think - that I'm just a clapped out old academic, don't you? Really darling, nobody... Stuck at the top of the lecturers' shackle for six years. And stuck there for another ten years or until the AUT abolishes senior lecturers altogether. That's what you think, isn't it, Vice-Chancellor?

Not at all, Doctor Wernitz. Your overall contribution to the university is highly valued.

Old clapped-out Wernitz. That's what you think. Look at the poor old bugger's C.V. One co-written out-of-print text book, two articles in *New Society* and one review-in-brief in *TLS* and that's his lot. If it wasn't for the wonders of tenure you'd have had me down the road with my cards in my hand before the Bursar could say "premature retirement". Right?

Darling, do get your coat. I'm sure the Vice-Chancellor wants to spend some time with his other guests. But let me tell you this. Old clapped-out Wernitz is the only one to see the reality behind this university.

Well, Doctor Wernitz, that's very intriguing, but... I see the irony. And the paradoxes. And the alienation. And the anomie. Oh yes.

You do? Oh yes. And this year - this very year - 1983... 1984, darling. We just sang *Auld Lang Syne* to 1983.

That's what I said. 1984. This year I can see it all. Nothing escapes me. Cut through to the heart of the whole farce. Expose the raw nerve. Subvert the rituals and conventions. Hold a mirror up to nature.

Look, Vice-Chancellor, I really must apologize to Doctor Wernitz's behalf. It's just that... And then they'll remember me. Old top-of-the-shackle Wernitz. It's just that every New Year's Eve he goes through this personal change.

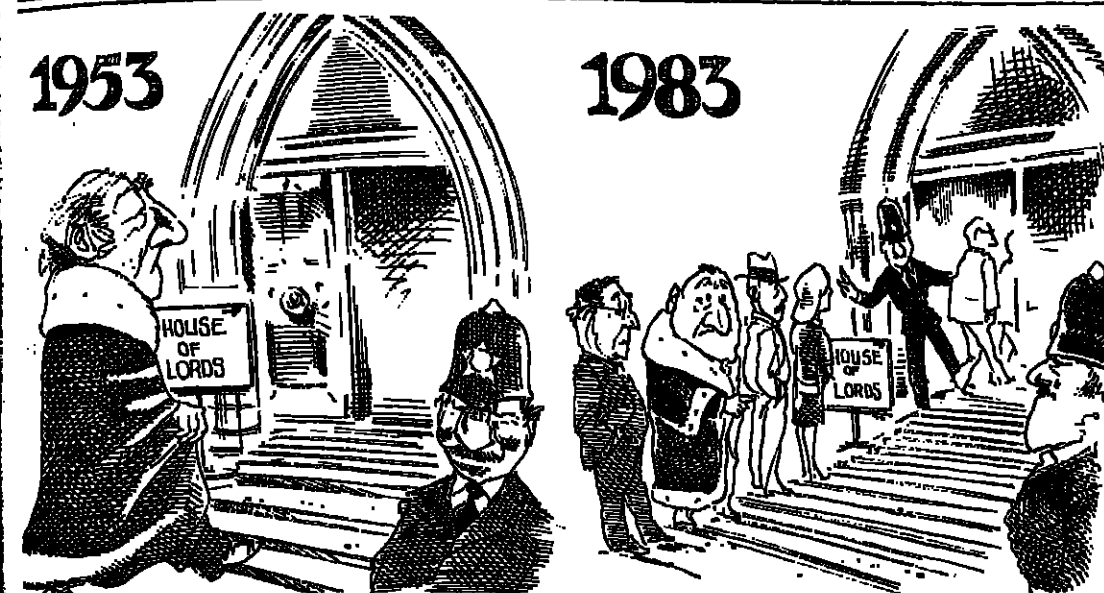
They'll say to themselves: "Remember all those departmental meetings when we used to think he was asleep."

You mean a sort of alter ego? More dramatic than that. He becomes a being, who by the exercise of special powers is able to transcend the material conditions of his own existence.

You mean? Exactly. Every New Year's Eve after a litre of Hironelle he turns into Malcolm Bradbury.

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How v-cs lost the chance to Lord it

by David Walker
Churchill's government of 1951 to 1955 considered giving universities a special place in Parliament by having a number of vice chancellors elected to the House of Lords, according to Cabinet records declassified this week at the Public Record Office.

The 1953 archive, released under the 30-year rule for Government documents, shows that the Home Affairs Committee of the Cabinet spent several sessions pondering university representation. Universities had lost their special seats in the House of Commons in 1948 and when the Conservatives returned to power in 1951 they had pledged to restore them.

But ministers took a pessimistic view of recreating university MPs. A joint memorandum dated October

1953 from the Home Secretary, Sir David Maxwell-Fyfe and Mr James Stuart, Secretary of State for Scotland, said: "The practical choice is between restoring university representation in the Commons in a grossly unsatisfactory form or abandoning our pledge to restore it."

Instead the universities could be accommodated in the House of Lords where "the case for giving them special treatment is strong on historical grounds."

The memorandum said that plural votes for university graduates or new Commons seats would produce too many anomalies, "in so far as university representation is intended to enable the representatives of the universities to make their special contribution to the discussion of the nation's affairs, there appears no

reason why they should not make it as well in the Lords as in the Commons."

Discussions continued for some time but the Lords were unreformed and the universities never got their allocation of peers.

During 1953 the Chancellor of the Exchequer, Mr R. A. Butler ordered a large scale secret review of possible cuts in social spending, but the universities were relatively immune. Lord Woolton, a senior Tory, voiced in Cabinet doubts about the level of student grants, but the thought went no further.

The records reveal that only the personal intervention of Trades Union Congress general secretary Sir Vincent Tewson stopped a proposal to cut the grant for adult education by 10 per cent.

City merger meets little enthusiasm

by Karen Gold

The City University has rejected proposals for a merger with City of London Polytechnic, which it originally received with some warmth when suggested by the Inner London Education Authority in its advanced further education review.

The university's academic policy committee, after receiving reports from departments which had met their polytechnic counterparts, agreed on an internal resolution that there were no academic grounds for proceeding with the merger.

The departmental reports had been mainly unenthusiastic. Academic referees Dr Adrian Seville said: "If we were talking about a chartered body, that is to say a university, resulting from the merger, we would have to say that the criteria generally applied to universities there was rather less to be gained by a merger than there was to be lost."

But although the decision will be recommended by the committee and the university's senate, and council early next month, the university's attention is now likely to turn to London University.

City's vice-chancellor, Dr Raoul Proulx, is understood to have discussed possible associations with London University's senior officers. Queen Mary College, where there is much common ground in teaching and which would welcome City's business school, has been in the discussion.

City's policy would put on a new emphasis on the retention of its own modular degrees, including educational links with the City of London and access arrangements with other colleges, and authority over its own staff, the merged institution's governing body.

Ball looks to late 1980s

by John O'Leary

The Robbins Principle, which has guided access to higher education for two decades, will need to be redefined and grants regulations reconsidered to cope with changing demands in the late 1980s, Mr Christopher Ball, chairman of the board of the National Advisory Body, said yesterday.

Mr Ball, addressing the North of England Education Conference in Sheffield, said that the availability of higher education courses for all those qualified and wishing to pursue them had been a valuable touchstone for the 1960 and 1970s when the expansion of provision for school-leavers was a primary task. But it would be inadequate for the rest of the century, when the needs of adult and continuing education would rank equally with those of the 18 year-olds.

In particular, he warned, the two A level test would need to be reconsidered and replaced. And the role of the awards regulations as "a sort of hidden hand in British higher education policy" should also be understood and possibly reconsidered. They discouraged enrolments on courses other than full-time honours degrees.

Both points will feature in the NAB's debate on long-term strategy, which Mr Ball listed as one of the two substantial tasks for the body this year.

The other would be the preparation of the next major planning exercise to begin in the autumn for implementation in 1987-88.

Mr Ball revealed that the NAB hoped to give advice not only for the associated financial year but also to provide "indicative allocation figures" for the following year in future exercises. The combination of a three-year planning cycle with an extension of the financial horizon would go a long way towards meeting legitimate criticisms of the timing of last year's exercise, he hoped.

In addition, last year's work had shown that one half of higher education should never again be planned in ignorance of the other.

A national forum was needed where integrated planning could take place, he said, adding: "The rational contemplation of the sensible provision of, and the sensible achievement of, that future is everywhere impeded by defensive attitudes, unnecessary obstacles and exaggerated conflicts."

Universities gain more new blood posts

by Ngalo Creque

An extra 60 new blood and information technology posts will be available for universities in 1984/85, bringing the total to 395, it was announced yesterday.

But there will be fewer posts the following year, the University Grants Committee, said, to keep within the Government funds provided.

In the first report of the new blood and IT programmes, designed to recruit young researchers into the system, the UGC says there was a wide variation in quality and numbers of applications for the posts.

Numbers ranged from less than five to 80 applications per post, and quality ranged from standards so high it was very difficult to make a shortlist, to cases where only one or two applicants could be described as serious contenders.

The worst problems were in engineering, where there was strong competition from industry, and it was difficult to fill posts at the first attempt. Some 15 out of 48 remain unfilled. Only 50 per cent of those filled attracted either high quality or good candidates.

In most other subjects standards were high. In biological sciences, numbers of applications per post ranged between three and 80. Universities reported that 70 per cent of these posts

Poly and college jobs threatened in cash squeeze

by Paul Flather and David Jobbins

More than 100 posts at North East London Polytechnic and 44 part-time posts at the Royal College of Art are threatened in what could be the first serious wave of redundancies outside the universities.

A dual squeeze by the Government through the reduced pool allocation and penalties for overspending local authorities could lead to the first wave of mass compulsory redundancies while a letter to the directly-funded RCA has warned of cuts of 10 per cent over the next two years.

The Department of Education this week also told the voluntary colleges that they should plan for a 2 per cent cut in their budgets for 1984/85.

NELP faces a £2m shortfall between its pool allocation and estimates and unions fear redundancies can only be averted if the three authorities massively increase their contribution.

Leaders of the authorities Newham, Barking and Waltham Forest, were meeting yesterday to discuss the level of their contribution in advance of today's meeting of the finance and general purposes committee of the joint education committee.

But all the pressures are accepted to be towards a reduced rather than increased contribution. Newham is firmly in the Government's sights as an overspending authority and is searching desperately for economies while the others are also likely to be in difficulties.

The first joint education committee meets on January 27 and local union officials expect that notices of intended redundancy will be given to the Department of Employment shortly afterwards.

A no compulsory redundancy agreement covering the polytechnic runs out at the end of March and the authorities are expected to insist that staff are out of post by the end of August. The authorities are anticipating making further redundancies the following year and are wary of taking too easy a line this year. A voluntary redundancy scheme for staff aged over 40 but too young for premature retirement compensation is to go to the JEC for ratification.

The National Association of Teachers in Further and Higher Education at the polytechnic is to ask its members to discourage heads of department from selecting staff for redundancy.

The Royal College of Art has told 44 of its academic staff whose contracts will expire at the end of August that at this stage there may not be jobs for them next year.

The move follows a letter to the RCA from Sir Peter Brooke, under

secretary for higher education, demanding an extra 5 per cent budget cut in 1984/85, with the expectation of a further 5 per cent cut in 1985/86, and still further cuts in future years.

The RCA, one of Europe's premier art colleges, is currently absorbing cuts estimated at 18 per cent over three years. Mr Brian Cooper, the registrar, said the latest DES cuts had come like a bolt from the blue.

Letters sent to 44 of the 120 academic staff, most part-time lecturers on five, three and two-year contracts, in the pre-Christmas mail by Professor John Hedgecock, acting rector, explained that this "unusual step" was being taken because of the DES cuts and to allow a long-term five year review of all college staff contracts.

The Association of University Teachers, backed by the Association of Cinematographic, Television, and Allied Technicians, has already put down a marker. Mr John Akker, AUT deputy general secretary, said an alternative financial strategy would be put to the RCA showing no redundancies were necessary.

A new seven-man advisory committee, with three AUT and three management representatives, and one personnel manager, has been set up to review all staff contracts.

The Department of Education and Science is clearly taking a highly selective approach to its four directly funded higher education institutions, with the Open University facing a 5 per cent cut on its £70m total budget next year with further cuts to follow, the RCA facing 10 per cent cuts, while the Cranfield Institute of Technology has been promised level funding for the next year or two. Goldsmiths College, London, has been warned of a 2 per cent cut next year, but talks are still under way.



Oxford's colleges:
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The THES

The price of *The Times Higher Education Supplement* has been increased to 60p and of an annual subscription to £20 with effect from this week. The subscription rate in the United States and Canada remains at \$70. Details of other overseas subscription rates are available on request.

continued on page 3



SUNDAY

Woke up for the second morning in the Rock Creek Hotel, Washington DC. We are spending the weekend in Washington to "get away from it all". We all feel relieved to be safe this morning after becoming lost in a black ghetto last night.

After loading up the Chevrolet we drove downtown in the pouring rain to visit the Lincoln Memorial and view the last vestiges of the famous cherry blossoms around the tidal basin. After getting soaked here, we next parked in the ellipse between the White House and Washington Memorial, and walked through the light rain and mud to the Hirshhorn Museum, where most of the modern artists I had heard of were represented. The children enjoyed it, too. Then it was back to the Natural History Museum for our second visit. It has to be said that the Americans do this kind of thing very well. They exhibit the best specimens of their kind, which are well displayed and clearly explained.

We lunched in the fast food restaurant. Another thing the Americans are good at is the mass processing of people. We joined a very long line but were processed with our junk food in about 10 minutes. Our motley collection of hot dogs, hamburgers, french fries, strawberry pie, cokes and coffee have to keep us for the remainder of the day.

MONDAY

My professional day started with my 8am to 9.15am lecture to engineering science students on transistor amplifiers. I am teaching a junior year course on electronic devices and circuits. This is quite enjoyable, but involves plenty of preparation. The American system calls for weekly homework problems, three exams in 12 weeks, three 14 hour lectures a week as well as about two of "office hours", or tutorials.

The students are well-motivated and behaved, and unlike their British counterparts are most respectful of their professor. In return, they expect him to be thoroughly conversant with his subject and able to answer their questions, most of which were sensible and intelligent. This made for a rewarding experience after teaching a gang of lazy, undisciplined Lybians back at home. It was a reminder of what lecturing to higher education students should be like. Also, total responsibility for the course rests with the professor. There is no oversteering by the head of department, or by any outside body so there are no harassment like having to change the emphasis of exam questions or punctuation details to be endured to gratify someone's sadistic pleasure in the exercising of their authority. Later I attended a class myself. This term I am attempting to modernize my knowledge by attending a course on microprocessors, which are becoming central to my research in Plymouth on recording and processing microwave signals.

TUESDAY

This was another varied day. I prepared more lecture material, checked typing errors in a report I had written on microwave radiometry, and discussed with Xingchu Hua, the editor of the noise figure of a radiometer system of inserting a lens in the horn antenna. Xingchu is a mainland Chinese antenna expert, over here for two years, am doing research work here on a 22.2GHz microwave radiometer intended to measure the water vapour height profile in the atmosphere. My particular interest is in the design of the total system. For the first part of my stay I have been concerned with the antenna subsystem and have achieved some progress in the design but some changes in the design have been made. In doing this I have collaborated

with Xingchu. We have shown that the use of a lens should reduce the system noise figure, a desirable result, but opposite to what had previously been supposed. I was somewhat disturbed this evening to read a dramatic letter from our estate agent in England who is looking after our house. The garden gate, massive gate post and 1.2m of garden wall were demolished at 2.30am one Sunday morning by an uninsured drunken driver of an untaxed car.

WEDNESDAY

I was up bright and early at 6.45am to telephone one of my Plymouth colleagues who is something of a building expert. He agreed to keep an eye on the rebuilding of the wall and re-hanging of a gate. After my 8am lecture I spent the morning setting and solving homework problems. In the afternoon I continued work on the radiometer system, and the evening was spent checking the typing of a microwave paper which is nearly ready for submission.

THURSDAY

The morning was spent preparing more lecture notes. I lunched with the senior members of the radiometer project team and this was followed by a group meeting to discuss progress. I then moved on to a seminar with my engineering science class to discuss the solutions to Exam 1. I was quite surprised by how concerned they were over possible marking inaccuracies of 1 or 2 per cent.

The event was largely spent discussing tomorrow's journey to, and subsequent stay in Philadelphia. I have been offered the opportunity by the principal investigator to attend the third annual Benjamin Franklin Symposium in Antenna and Microwave Technology at the University of Philadelphia.

FRIDAY

After my 8 o'clock lecture I had my interview with the head of the department. This is an annual obligation here. The head has to interview every faculty member personally so that he can report on their teaching and research. In my case this was something of a formality but had to be done. Next I collected the keys to the brand new laboratory car, a vast Chevrolet estate wagon, and collected Lynn and the children from the apartment for the trip to Philadelphia.

The city was distinctive in character, but like New York looks rather decrepit. All the roads were up around the City Hall and the driving surface was made of what looked like wooden railway sleepers. Our B and B place appeared rather doubtful like the area it was in, but our landlady assured us it was quite safe, even to walk at night. However, she said she did keep a Beretta handy and had only had to use it once to frighten away an intruder.

SATURDAY

Our landlady gave me a lift to the D-bus stop on Chestnut street. The D-bus goes about three miles in an almost straight line to the University of Pennsylvania. The symposium there was held in a friendly atmosphere and the topics were quite interesting although not directly relevant to my interests. The luncheon speaker's theme was that the US could not afford to lose the highly experienced engineers who moved out of engineering in their forties. They are going into more lucrative jobs which demand their experience, apart from which there would not be any jobs for young engineers if the experienced ones did not leave.

At the close of the symposium there was just time for a rapid walking tour of the principal tourist attractions such as the Liberty Bell and Independence Hall before returning to my Philadelphia. Finally, this evening, and apart from the trips, fairly typical week was marked by the eruption of chicken-pox spots on Michael and Adrian during the night.

Barrie W. Jervis

The author is Professor of Electrical Engineering, Pennsylvania State University, University Park, PA 16802. He is currently on leave from the Department of Communications Engineering, Plymouth Polytechnic.

Overseas numbers decline

by David Jobbins

Overseas student numbers in the UK are continuing to decline despite an increase in applications for university places, according to the United Kingdom Council for Overseas Student Affairs.

The council's executive secretary, Ms Gail Taylor, warned against over-optimism based on Universities Central Council for Admissions statistics for applications from overseas students for 1984.

Latest UCCA figures show a 15.5 per cent increase in applications from overseas by December 1 last year compared with the same day in 1982. Total numbers are up from 6,753 in 1982 to 7,799, although the UCCA says that because of evidence that candidates are applying earlier this year trends should be treated with some caution.

But the UKCOSA says that total overseas enrolments for 1982-83 are expected to show a 9 per cent reduction to a new low of 55,800. In public sector higher education the council says a 10 per cent fall in first year enrolments is indicated between 1981-82 and 1982-83 compared with a 4 per

cent fall the previous year. And the decline is even more dramatic in non-advanced further education, where fewer than 10,000 overseas students were estimated to be studying last academic year, with first year enrolments dropping from 18,800 in 1977-78 to only 6,000 in 1982-83.

The UKCOSA puts the blame for this fall squarely on the cost disincentive of the full cost fee, and says its effect is most drastic in non-advanced further education.

Ms Taylor says: "Establishments of non-advanced further education have neither benefited from special provisions such as the so-called Pym package which has provided welcome but limited help for postgraduate and undergraduate overseas students, nor have they the resources of prestigious university institutions to go overseas on expensive recruitment drives."

"It is sad to reflect upon the potential benefits to underdeveloped countries of access to UK further education for their students and how this benefit is denied."

Many technical colleges in the UK would welcome more overseas stu-

dents and the window they provide for the world for UK students, she added. The Government should start to develop policies to take into account the needs of public sector education and the interests of potential overseas students.

Manchester remains the largest regional concentration of overseas students, with 4,204 in 1981-82, according to British Council figures. But this is a substantial drop compared with 1979-80, when there were 5,677.

The fall in Birmingham was much greater over the same period, a 38 per cent drop from 3,590 in 1979-80 to 2,225 in 1981-82.

Several regional centres showed drops of 30 per cent or thereabouts including Leeds, Sheffield, Bristol, Bradford, Middlesbrough and Portsmouth. Only a handful experienced increases - 2.5 per cent for Reading, 9 per cent in Bolton and 31 per cent in Canterbury.

In each case the figures for 1981-82 include university students domiciled overseas but paying home rate fees. Earlier figures applied only to students paying overseas rate fees.

Decision due on satellite station funds

by Jon Turney

Science Correspondent

The Government will decide in the next few months whether to fund a new UK ground station for receiving information about the earth from satellites. The decision, expected to be favourable, needs to come soon so a station can be built in time for the launch of the European Space Agency's remote sensing satellite ERS-1 in 1988.

The National Remote Sensing Programme Board, set up last year by the information technology minister Mr Kenneth Baker will choose a site for the station, probably in Scotland, to help avoid electromagnetic interference and to take full advantage of ERS-1's polar orbit.

The Government wants to make sure Britain is equipped to sell expertise in processing data from the new generation of sophisticated earth survey satellites, but they will also have novel scientific uses. The programme board includes members from the Natural Environment and Science and Engineering research councils, Government departments and industry.

A British ground station would cost around £10m, though no decision has been taken on how the cost would be distributed between the interested parties. The investment is so high because a working station needs high-capacity data-processing equipment, including new electronics and software, as well as a receiving dish. The station would carry out much of the work needed on the large volume of raw data expected from the satellite.

The processed information could then be transmitted to research groups in universities and industry for making images to be used in ocean research, weather forecasting and climatology, agricultural and mineral surveys and land use analysis.

Mr Baker announced last May that the Government has committed £14m to the work of the remote sensing board, and the two research councils involved have received extra funds.

Space research page 12

BTEC plans pre-vocational courses

by Patricia Santinelli

A major role in pre-vocational provision together with some fine tuning of national and higher level courses is being planned by the Business and Technician Education Council, according to a discussion document issued today.

The education policy document which was being sent out to colleges, employers, professional institutions and students, summarizes the main policy issues on which the council expects to make decisions this summer for implementation in 1985. It has asked interested parties to give their views by April 30.

The council intends to develop its own pre-vocational courses in partnership with City and Guilds Institute of London and in close liaison with the Manpower Services Commission and



A new customer joins the list of clients attracted to polytechnics and colleges by the Higher Education Accommodation Consortium. The organization has just celebrated its second birthday and now markets 22,000 places in 50 institutions throughout Britain. Pictured is Hilary Bush, of the language course operator Milestone International, being shown round halls of residence at the Polytechnic of Central London by Dr Ken Hylson-Smith. Milestone is to use polytechnic accommodation this year for the first time.

Dropping aitches (and other letters)

A research fellow at Aberdeen University is investigating making English spelling less difficult by dropping surplus letters.

The above paragraph is not the result of New Year celebrations at The FTES, but may be a forerunner of spelling in the future. Mrs Valerie Yule, of Aberdeen's psychology department, has been conducting experiments on spelling and thinks both poor and good readers would benefit from a rationalization of spelling with "useless" letters being cut out.

"These letters use up time, space and energy, and make words slower to read. Many people have difficulty with words like 'accommodate' and 'recommend' which don't need double letters for their meaning or pronunciation. And most people wouldn't notice letters disappearing from many words such as 'remember'."

There has been considerable research on spelling already, says Mrs Yule, but it has concentrated on children learning to spell, or adults with learning difficulties. Mrs Yule found that not only poor readers benefit from the streamlined spelling which poses fewer potential problems, but also good and fast readers.

the Further Education Unit. To do this it will merge its BTEC technician studies and general study courses within a comprehensive BTEC/CQIL provision for 14-17 year-olds. It will include young people on the 17-plus technical vocational educational initiative and the Youth Training Scheme.

Among fundamental questions posed by the council is: How should the BTEC respond to Government encouragement to concentrate higher national level courses in a small number of centres as well as provide such courses both geographically and financially supported but important areas of study?

In addition all higher vocational courses as well as national courses will have to incorporate seven elements. These will include, for example a

Jobless lose out on part-time study

by Felicity Jones

Part-time degree study is only suitable for middle-class students who have a job and have taken part already in further and higher education, according to a study of students at Birkbeck College, London.

A survey of nearly 700 Birkbeck students who gained a degree through part-time study was carried out by the department of extramural studies at Queen's University, Belfast before establishing there.

It revealed that part-time higher education did not provide the answer for the majority of individuals who were excluded from initial higher education courses. Only in a minority of cases, mainly for married women, could part-time study claim to provide a second chance for those without A levels.

About 60 per cent of the sample had previous experience of further education and very few had no study experience before starting their course. This was because only the highly-motivated and self-disciplined took full advantage of the opportunities and

a part-time degree provided a second chance in career development for those already trained. Some 70 per cent enrolled to enhance their employment prospects.

One of the main factors for following a degree in adult life was that students made an unwise choice at school-leaving age but few sought counselling later.

Two out of three had difficulty completing the required reading and people interviewed asked for shorter, more relevant book lists. A sixth of the students mentioned financial hardship on the course and one in five married people found it a strain on their marriage.

Dr John Banfield, director of Queen's University extramural department, is a graduate of Birkbeck. He said the survey was carried out mainly to try to find out why there was such a high drop-out rate from part-time degree courses and to explore the factors which contributed to completion of a degree course.

The survey concludes that for the Birkbeck students the degree attained provided life-long benefit.

Hendon inquiry planned

by David Jobbins

Union activists fear the central issues of the new over evidence of racism among students at Hendon police school are becoming obscured and are planning an unofficial independent inquiry to bring them to the fore.

The inquiry, to be chaired by Open University sociology professor Stuart Hall, now seems certain to run parallel with union disciplinary procedures against four leading members of the National Association of Teachers in Further and Higher Education over the way they supported Mr John Fernandes, the lecturer who passed 62 racist essays exhibiting racist tendencies to the media.

Professor Hall, formerly a research fellow at Birmingham University's centre for cultural studies hopes to take evidence from Natfhe, the police school itself, and Brent and Barnet education authorities, among others, by February 4.

He said this week he did not think the disciplinary procedures against the four, alleging conduct detrimental to the interests of Natfhe, would inhibit the union from giving its views on the way the affair had been handled.

Natfhe general secretary Mr Peter Dawson has already invited critics to discuss the union's anti-racist work. The inquiry will focus on issues of academic freedom and the content and control of anti-racist teaching for police recruits, but is expected also to consider how other issues such as opposition to Brent's imposition of a premature retirement compensation scheme and internal union procedures diverted attention from them.

Professor Hall said: "The aim is to explain why people get into a position where fighting on such important and basic issues as academic freedom and racism turn out to divide a Labour education authority, a teacher union with a good record in this area, and individuals trying to win support for these causes."

A date for the disciplinary tribunal to consider complaints against the four has yet to be fixed, although dates throughout this month and into early February have been suggested.

The hearing, to be chaired by Mr Michael Wilkinson - only recently elected to the Natfhe executive and seen to be politically left - is expected to proceed despite demands from four of Natfhe's 14 regions that the complaints should be dropped.

Trinity Master dies

Sir Morris Sugden, vice president and general secretary of the Royal Society of Master Musicians, died suddenly last week. Sir Morris, who was 64 and a physical education teacher, had been Master of Trinity College, Cambridge, since 1976, and a physical education teacher since 1979.

Poly considers closing mansion site

by Karen Gold

Sheffield City Polytechnic is considering closing the most elegant of its five sites, eighteenth century Wentworth Wood House Mansion which has extensive sports facilities and 20 acres of parkland 13 miles outside Sheffield.

The polytechnic's director Mr John Stoddart proposed the site closure to the board of governors as a way of saving £1.5m. The cost of student accommodation there is almost twice as much - at £1,400 per head - as the most expensive of the other sites.

But the students' union has strongly opposed the proposal, saying that

Sheffield already has an acute shortage of accommodation, the feasibility of moving courses and staff from Wentworth to other sites was not clear, and that local business, employment and community use of the site facilities would suffer.

When the polytechnic acquired Wentworth in 1977, it was a former teacher training college with accommodation for 250 students. Teacher training, geography and environmental studies and sports studies courses all take place there. It is also the hub of the polytechnic's conferences and summer course programme, because of its Olympic-style swimming pool,

sports pitches and its historical interest: it has the longest facade of its kind in the country and a collection of antique furniture and paintings.

The polytechnic's governing body has asked Mr Stoddart to review all accommodation before it decides Wentworth's fate in March. Discussions are to be held with Rotherham district council, which has a long lease on the site, on possible joint use. But the polytechnic pointed out that Wentworth was the obvious site to close on economic grounds: "If Wentworth isn't the one to go, then one of the others will have to be considered for closure," said a spokesman.

Scottish AUT criticizes 'sham debate'

Education ministers and the University Grants Committee are offering a "sham debate" on British universities, according to the chairman of the Scottish Association of University Teachers.

Dr Henry Sefton said the AUT did not think the present system was perfect, and was always ready to discuss standards, resources, and student numbers. "But it must be a real debate," he said. "This debate is a sham because unproved assumptions are being treated as axioms."

"We must be alert to expose these assumptions and to show that they are unfounded." One of these assumptions was that the expected fall in the number of 18-year-olds would lead to a fall in the demand for university education.

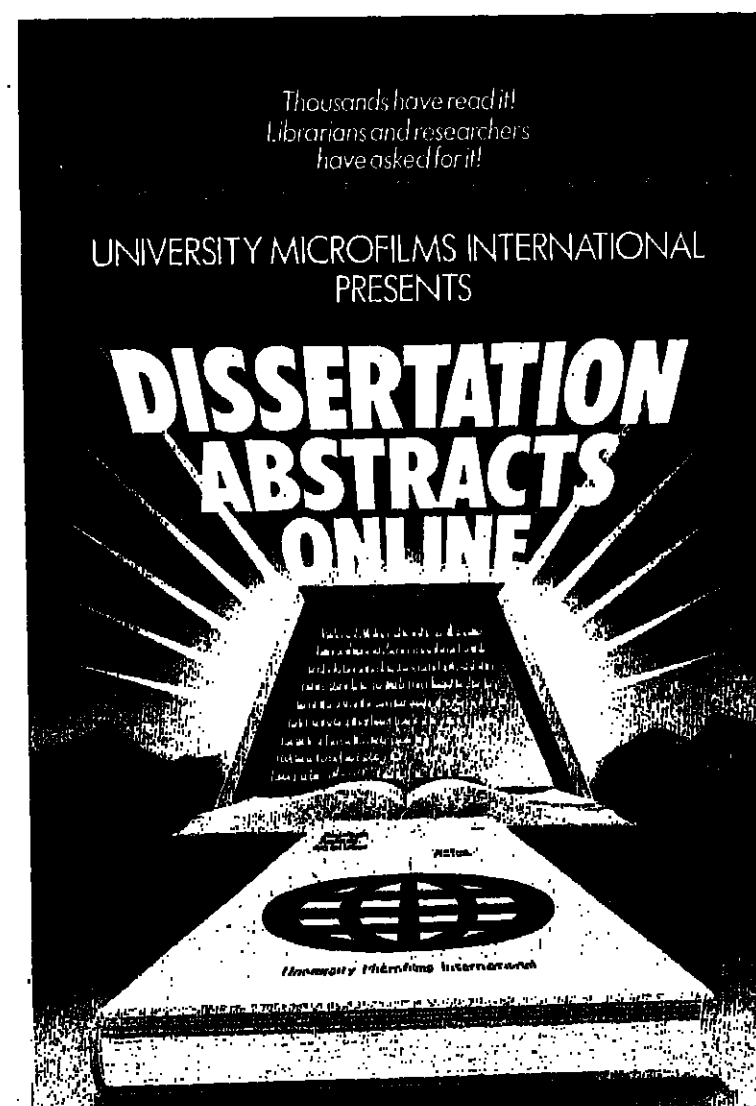
But the previous fall in population had not meant a corresponding decrease in the number of university entrants, said Dr Sefton. "The Department of Education and Science projections fail to grasp the reality of an increase in the numbers of the tradi-

tional candidates for universities, and ignore the increasing participation by women in higher education."

"The DES is proposing to decrease opportunities in the face of increasing demand," Dr Sefton added that because of indiscriminate cutbacks, UGC questions on funding were like asking whether someone preferred to be hanged or decapitated.

Support for university research was vital for the country's future, warned Dr Sefton.

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overseas news

'Overseas aid' cash urged

from Geoff Maslen

MELBOURNE

Australian vice chancellors have called for more money to provide extra support services for overseas students. In a submission to a ministerial committee of inquiry into private overseas students, the Australian Vice Chancellors' Committee says greater account needs to be taken of the educational problems faced by students from other countries.

The AVCC also argues that the cost of subsidizing the education of private students from developing countries in Australia should be clearly marked as part of this country's overseas aid expenditure. The vice chancellors suggest that a maximum figure be set on the proportion of overseas students in institutions and courses, from 5 to 7.5 per cent for institutions and 15 per cent for courses, and that these should be reviewed every three years.

The AVCC's figure probably exceeds the proportion of foreign students already enrolled in Australian institutions. At present there are about 24,000 overseas students in Australia, of whom some 8,500 are at universities and 2,000 colleges of advanced education. Nearly 6,000 students are enrolled in high schools, in the final two years, preparing for tertiary entry.

Foreign students face fee increase

from Mark Gerson

TORONTO

Tuition charges for non-Canadians studying at the University of British Columbia will rise more than 500 per cent if the university's board of governors approves a new fee schedule later this month. Tuition for Canadian students would double under the new plan.

Visa students, who with Canadian students now pay between \$C882 and \$C1,522 per year, would face the province's first differential fee for non-Canadians, paying between \$C4,500 and \$C7,600. Fees for Canadian students would go up by one third next year, rising to between \$C1,764 and \$C3,046 by 1986/87.

The new policy would increase the

studies.

As in Britain, Canada and America, Australia also charges its overseas students fees and vice chancellors believe these should be periodically reviewed to "take into account the socio-economic background of the overseas student population and their sources of financial support".

While the present charge could be increased, an element of subsidy should be retained, the vice chancellors say.

Students enrolling from overseas in Australian institutions pay fees estimated to represent about a third of the so-called real or direct cost of providing a tertiary education for foreign students. But since the fees are collected by the department of immigration and foreign affairs, the money does not actually flow through to the institutions which enrol foreign students.

Professor Stewart Fraser, of the Centre for Comparative and International Studies at La Trobe University, points out that most of the cost of educating foreign students is borne by the Australian taxpayer, as a hidden charge, not necessarily or clearly attributable as a direct contribution to foreign affairs, international relations or even overseas development aid.

Professor Fraser estimates that Australia will recover up to A\$20m this year in overseas students' fees but this has to be offset against the A\$45m to A\$45m subsidy provided by the Australian taxpayer. This in turn however, needs to be offset by up to A\$60m which flows into the country from the families or home governments of the overseas students.

In a submission to the committee of inquiry, Professor Fraser says the committee should attempt a rigorous financial cost-benefit analysis.

In another submission to the inquiry, the National Overseas Students Service also says the past and continuing contributions of the private overseas student programme to Australia's education and research activities, as well as international understanding and cultural exchanges, trade and business assistance, should be fully recognized.

The committee of inquiry is expected to report to the government next month but the timing has been criticized by academics such as Professor Fraser. "One wonders whether a four month review is sufficient to provide enough material to guide future directions in Australian policy initiatives in developing international educational exchanges for the next ten years," Professor Fraser says.

Foreign students face fee increase

proportion of operating expenses covered by tuition at the university to 20 per cent by 1986/87. Tuition accounts for 10 to 15 per cent of operating funds at most Canadian universities, with most of the balance coming from government grants.

The University of British Columbia has blamed provincial funding policies for the increase. The provincial government held this year's grant at 1982/83 levels and is expected to drop its funding by 6 per cent in 1984/85. Higher fees will absorb only one third of the university's anticipated budget shortfall of \$C18m next year, and the institution's president, Mr George K. Pedersen, has chartered a special committee to find ways to absorb the remaining \$C12m.

The cut in government funding will leave the University of Victoria with a \$C3.2m shortfall next year, which is to be covered by a variety of programs cuts. An early victim could be the university's off-campus programmes in the province's sparsely populated interior.

The university board is also studying a proposal to raise tuition fees by 25 per cent to \$C1,150. Although a recent study commission on foreign students at university rejected the adoption of higher fees for non-Canadians, the Government is believed to favour such a move and could press the University of Victoria and Simon Fraser University to follow UBC's lead.

In 1982, Simon Fraser University abandoned plans for a differential fee for visa students. The university has not said whether it is considering re-introducing the scheme.

Police proposal

from A. S. Abraham

BOMBAY

The University Grants Commission is setting up a committee of vice chancellors to consider a report prepared by the National Police Commission (NPC) on how to deal with student unrest. Campus violence is almost universal in India, and virtually endemic in many northern universities.

The NPC has, among other things, recommended establishing a separate force to help university authorities maintain campus discipline. The force will be "properly trained in civil defence" and will be expected to gather information on "unlawful activities", planned or under way, within university premises. It will be authorized to carry out searches and will establish an "adequate information base" so that it can warn the administration in good time of any trouble.

The main objective of setting up such a force is to eliminate the frequent need for university authorities to summon the regular police to contain campus disturbances. The presence of the police has been seen by most students and many academics as provocation, repression and a violation of campus sanctity. The police have also been accused of using excessive force because they make no distinction between students and trouble-makers and other protesters fighting for other demands.

The NPC's proposal has been criticized on the ground that the presence of a regular force on campus will be a threat and a provocation to the university community.

Controversy over 'elite' call

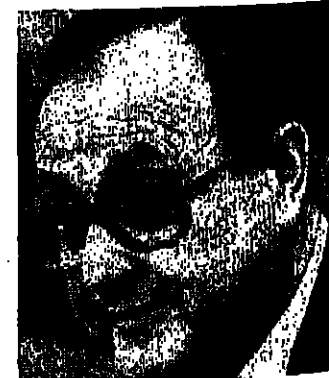
from Barbara Von Ow

MUNICH

West German foreign minister Hans Dietrich Genscher has stirred up political controversy by calling for the establishment of "private elite universities".

Addressing the Federal Employers Association in Bonn last month, Genscher said private elite universities were essential in two fields - microelectronics and biotechnology. The fact that the United States was technologically more advanced and economically more dynamic than Germany owed a great deal to the existence of elite universities, which had become centres of technology oriented business settlements. It was the duty of the state to boost creativity and innovation by promoting scientific research, Genscher stressed.

The minister's proposals were attacked as a "challenge to the democratic foundations of the federal republic" by the opposition Social Democratic Party (SPD). It accused Genscher of trying to establish a society dominated by small elites, whose interests would gradually lose their educational, social and political rights. Even conservative education minister Dorothy Wilms expressed



Hans Dietrich Genscher: private proposals

"great reserve" at Genscher's suggestions, saying they were not in line with Germany's tradition of higher education. Genscher's proposals coincided with press reports about plans for a private management school in Koblenz. The management school has not yet been officially submitted to the Rhineland cultural ministry, but the report said it is due to open in the winter term 1984/85.

Deadline sparks protest

from D. B. Udalgama

COLOMBO

A one-day *hartal* was called in Jaffna recently to protest against the "ultimatum" issued by the University Grants Commission that Tamil undergraduates of Colombo and Peradeniya who fled to Jaffna during the ethnic violence of July and August must have returned to these universities by January 2.

Schoolchildren were called upon to stay away and shopkeepers to close their shops.

According to reports, the *hartal* was a success. Initially but shopkeepers were persuaded by police to open their shops. The day passed without any incidents, according to official sources. The undergraduates in question had earlier written to President Jayewardene, (who is also minister for higher education) saying they feared for their personal safety should they return to Colombo and Peradeniya.

overseas news

Little sign of Polish autonomy

Poland's promised autonomy for higher educational institutions - supposedly guaranteed by the 1982 higher education act, is remarkably slow to materialize, judging from items in the underground press.

Recently, for example, the Warsaw academy of fine arts needed a new rector, since the former rector had been appointed director of the national museum. In accordance with provisions of the act, the senate of the academy elected a new rector Professor Gierowski, who received 25 votes. The runner up, with five votes, was Professor Artymowski, Professor Artymowski, however, had the backing of the Party - and it was he, not the winner of the election was subsequently "confirmed" in the post of rector by the ministry of culture and the arts.

In Wrocław, all senior academics who are also party members were called into a special party meeting in order to "secure" the spring elections to various university appointments. The turnout was not good - only slightly more than half the party members from the university attended and so one came at all from the Wrocław Academy of Economics.

Those who did turn up were instructed by a junior secretary from the provincial party headquarters that they must all join the new Teachers Union, in order to "guarantee the socialist profile" of higher education. Should the spring elections not turn out as the party wishes, they were told, "special legal regulations" might be invoked.

Most sinister of all is the case of Professor Boleslaw Gleichgewicht, a Wrocław mathematician, and former activist with the unofficial "Solidarity" union. When martial law was declared, Professor Gleichgewicht went into hiding to avoid internment. His colleagues meanwhile kept his job open by granting him leave of absence. The university, however, was not allowed to extend his sabbatical indefinitely. When, after the internecine had been released, he surrendered to the authorities in spring 1983, he was promptly sacked.

Since then, Professor Gleichgewicht has repeatedly tried to secure another university post, not only to continue his professional activity, but also because at 64 years of age he is one year from his retirement pension. If he does not work this final year he loses all pension rights.

He has accordingly applied to several universities and also to the academy of sciences, explaining that he is willing, if necessary, to take a lower ranking lecturer's post. Each time, however, after an initial favourable interview, he has been informed that, after all, he is not suitable for the job.

Graduate job outlook worse

from John Walshe

DUBLIN

Serious problems are emerging in the graduate labour market in Ireland which may result in high levels of unemployment or emigration on a greatly increased scale, a report on recent trends in youth unemployment has warned.

The report, prepared by the state-aided Economic and Social Research Institute, traces the rapid rise in youth joblessness over the past few years. It says that at present one in every five of the youth labour force is out of work in Ireland.

The unemployment rate from the various sectors of education rose sharply from 1979 to 1982. For university graduates the rise was some- what from 7 1/2 to 16 per cent. But the report, prepared by Professor Jerry Sexton, warns that the pattern of graduate employment is likely to be drastically affected by cuts in public

sector jobs.

Extracting figures from various surveys, he shows that the broad public sector, encompassing education, public administration, defence, health and other professional activities, has been providing employment for nearly 60 per cent of the total graduate output.

Secondary school teaching jobs provided half of these public sector posts. But changes such as a worsening of the pupil teacher ratio and a slowdown in enrolments to secondary schools will mean fewer new teaching jobs.

Professor Sexton says that the curtailment of teaching jobs focuses attention in particular on the large numbers leaving university with arts, social science and science degrees who will find it increasingly difficult to obtain employment as time progresses.

He says the situation needs to be looked at urgently from the point of view of the allocation of resources, keeping in mind that higher education

fulfils social needs other than those purely related to the labour market.

The one bright note in his report is that there has been an increase in the number of graduates entering industry; last year 580 out of 3,079 university graduates went directly into industrial work compared with 470 the previous year.

Professor Sexton asserts that there is virtually no possibility that any conventional approaches in the area of general economic management will arrest the upward spiral of unemployment, particularly for young people. The general worldwide situation coupled with population pressures in Ireland will give rise to continuously increasing youth unemployment unless some unconventional special measures are taken.

He puts forward one such unconventional idea himself - a local property tax which would fund youth work and training projects.

Loan hopes dashed

from E. Patrick McQuaid

CAMBRIDGE, Mass

The US department of education has a New Year's resolution - to block the disbursement of \$2 billion in federal subsidies to individual states for financing low interest student loans. Americans learned of the government's plans in newspaper reports on Christmas Day.

At a news conference hastily called to defend the ministry's action, the secretary of education, Mr Terrell Bell, said he hoped he didn't "sound like Scrooge".

Previously, the Department of Education had routinely approved of state initiatives to float tax-exempt bonds to finance about \$7 billion in loans to students, payable at 8 per cent interest. The state programmes represent about a third of the funds available through the guaranteed student loan plan.

Some 30 states have asked permission to float tax-exempt bonds before the first of the year because a congressional committee intends to push legislation sharply restricting such schemes after that date. During the autumn term, Congress adopted legislation to monitor the number of tax-exempt bonds issued to curb "an extraordinary loss of revenue" through their abuse.

The state loan authorities have been established because large American banks and other lending agencies are more and more reluctant to deal with student loans of less than several thousand dollars. The agencies, such as the Massachusetts Student Loan Authority and the main Educational Loan Marketing Corporation, negotiate financing with smaller, local banks which receive direct federal subsidies for acquiring the loans on the secondary market.

Holland applies itself to problems

from Jessica Kuper

LEIDEN

Institutions in Holland are being actively encouraged by the Government to develop applied research.

Since 1979, several Dutch universities and other higher educational institutes have been involved in a scheme which offers specialist technical advice to the industrial and commercial sector, responding to a challenge by a former government minister to be innovative and more commercially oriented. There are now several bureaux called *transferpunt* (literally, transfer points) attached to the universities working this scheme, and even the smallest business may approach them for assistance or advice.

The *transferpunt* at the Technical University at Delft, for example, received 407 requests from industry in 1982, resulting in 140 contracts which drew in revenue of 16 million guilders (about £3.75m).

The beneficiaries of this scheme are the small and middle-range private businesses. Larger organizations, such as Shell and Unilever, have their own researchers and facilities for developing and testing their products, and they have in any case worked together with universities for a long time.

With *transferpunt*, it is now possible for anyone to telephone one of the bureaux and the coordinators (paid by the Ministry of Economic Affairs) will put them in touch with the professor and department best suited to deal

with the problem at hand. The universities also stand to benefit, since *transferpunt* also informs the private sector of new research findings, so that new products or processes can be developed. Recently a professor invented a typewriter to be operated by a light flicker to be used by severe paraplegics. Contact through *transferpunt* with a small local firm led to small scale production.

The costs of this university expertise depends on how much work is involved. The university department signs a contract with the business concern, and payment is at the rate of about 1,500 guilders per day. If the request is not urgent, a student may be put to work on the problem and the research involved will count towards his degree.

Boost for overseas PhDs

by David Jobbins

Some 750 awards for overseas research students registered at universities in the United Kingdom are to be available for 1984.

There are being offered on a competitive basis under a scheme administered by the Committee of Vice Chancellors and Principals, and cover the difference between the tuition fee for a home postgraduate student and the full cost fee payable by overseas students. Maintenance costs are not covered.

The scheme under which the awards are made was set up by the Government in 1979 to aid research students of outstanding merit and research potential. They are the only criteria used to judge eligible students, who

must be liable to full cost tuition fees. Other factors such as means, nationality, proposed field and institution of study, are not taken into account.

Applicants, who must have been accepted for admission for the 1984/85 session, are expected to have an upper second first degree or its equivalent as a minimum standard.

Applications should be made to students' intended institutions and a first selection will be made within the university.

The CVCP committee making the selection will take into account academic achievement and aptitude for research work on the basis of degree examination results, recommendations submitted, and reports on any postgraduate work already undertaken.

US cracks down on degree frauds

from E. Patrick McQuaid

CAMBRIDGE, Mass

In September 1982, Ms Odette Bouchard enrolled in the medical college at Ceter University, Dominican Republic. She paid Mr Pedro De Mesones, a native of Peru and resident of a Washington suburb,

\$19,200 for tuition and fees. Three months later she had her MD, complete with transcripts. A model student, she earned A and B in nearly every subject during her four years at the Caribbean medical school. A year later, based largely on the recent agent's report, Mr De Mesones passed July before the US district court in Alexandria, Virginia. In return for a reduced prison sentence, Mr De Mesones turned over the names of 165 persons who paid him between \$2,225 and \$27,000 for his services. Of these, 100 have managed to secure the falsified medical degrees and 13 are now practising in the United States, according to government prosecutors.

One of Mr De Mesones' clients was an American, federal agents testified. He is 18 or more American citizens spread throughout the country where unwittingly admitted

his graduates into intern and residency programmes. Neither the teaching hospitals nor the suspect "doctors" were named in court papers.

Prosecutors said that Mr De Mesones used a Washington address. Unnamed and as yet unidentified conspirators, including an American hospital official, were involved in the scheme, enrolling students at either the Ceter University Medical School or the Cifas University programme, both in the Dominican Republic, between January 1982 and August 30, 1983. Some students actually attended graduation ceremonies, but none were present for a single course of instruction. Mr De Mesones provided transcripts and medical training reports, all with forged signatures, as well as the university diploma.

Once in possession of a medical degree, students are eligible for post-graduate training at American teaching hospitals. After that they can receive a licence to practise under various guidelines and procedures from individual states. The 13 practising physicians have been found and notified, according to the government.

This is only the latest case in a series of government efforts to crack down on the proliferation of spurious academic credentials. Closer to home, the Federal Bureau of Investigation is preparing court papers against at least 42 mail-order "diploma mills" operating within US boundaries. One undercover agent, in the course of a two-year investigation, earned 16 advanced degrees, including several doctorates and among them, two in medicine.

He gained the confidence of various deans, provosts, and presidents and infiltrated the organization to the extent that he was given a personal tour of one bogus processing facility and offered a lucrative directorship of one college.

Also known as "briefcase colleges", the schools are generally no more than mailboxes or telephone answering services, they advertise a full range of academic degrees, awarded on the merits of life experiences and requiring no class attendance. Some colleges also offer class rings and even graduation photos and year-books.



Nurturing the landscape with art and engineering

As I look at my scrapbook, or file of scraps, for 1983 I note two anniversaries that I ought to have recorded and written about if I had not been obsessed, like everyone else in higher education, with the National Advisory Body and money. So with 1983 just out of the way I want to record some more cheerful comments - on two delightful characters both of whose surnames begin with B.

The first - and come to think of it, probably the second - changed the English landscape in a way so fundamental that many people do not realize that anything at all was done to it. That was Lancelot Brown, better known as Capability Brown because of his trick of spotting at once and then discussing the "capabilities" of the site, who died 200 years ago. To the relief of some. One landowner was said to have hoped that he would die before Capability because he would like to see Heaven before Brown had had a chance to improve it. It was also said that he turned down an invitation to landscape an estate in Ireland on the grounds that he had not yet finished England.

What he did effectively was to create what now looks like the natural English landscape - a land so natural that in his phrase no "distiguing exhibition of art" was visible. To achieve it he had little compunction about moving elements that a modern conservationist would make a great outcry in defending. He moved roads and rivers and created huge lakes, if necessary - as at Blenheim - half submerging a colossal bridge only just built at great expense.

The characteristics of his work are so obvious that we take them for granted - the rolling expanses of grass, the trees grouped either in clumps or belts, the latter notably at the edge of the park. Clumping and belting all over the country was the sign of his progress, and clearing away the formal gardens that required so much care and maintenance.

That was one of his most lasting legacies. He saw the landscape as a great continuity and arranged it in such a way that it should not require constant attention and interference. If he had got the balance right, the cows would graze and eat the grass, the rivers would flow and scour the banks and nature would rejoice in a wonderful equilibrium.

The problem is that now many of those landscapes seem to have reached the end of their natural life. Trees need to be replanted. And the use of the land has brought new problems, mostly to do with traffic. Several Brown landscapes have been threatened with bypasses cutting through a park. Others are threatened by the vastly increased numbers of people liable to travel by car and visit the gardens and parks.

It would be a sad irony if some of the greatest English landscapes were ruined by the very people who find them delightful. Perhaps that is part of the continuity. I doubt if Capability would have wanted to see his landscapes frozen and preserved, if that were possible. The most intriguing aspect of landscape is that it is changing all the time.

And that brings me, fairly naturally, to the other anniversary of a B. Not happily this time of a death but of the publication of a report 20 years ago that has had a far-reaching effect upon the land. That was the Buchanan report entitled *Traffic in Towns*, which almost overnight became a best seller and introduced into the world concepts which have had profound results for us. Buchanan was a rather unimpressive civil servant who had been

diverted on to a minor route, it was thought, by other civil servants who did not want the thanks (and for hiding-to-nothing) of planning inquiries. He came into some notoriety for conducting the inquiry into Cotton and Clure's horrendous proposals for the ruin of Piccadilly Circus and roundly condemning them. But it was his relatively humble book about traffic entitled *Mixed Blessing* that earned him the job of setting up a working group for the Transport Minister. It was thought to be the only sensible publication on the subject. As it happens, I thought it when it came out and still treasure it. Rumour had it that it had been classified in the library of the University of Edinburgh under Spirituality.

Some of the devices discussed and explained in the report have become, like Brown's landscape features, so commonplace that we take them for granted. They were not of course - any more than Brown's - entirely original. It was simply that he brought it all into a unity and presented to us a vision of what might happen or ought to happen if we were to both preserve and improve the environment of our towns.

The inner ring road as well as the outer bypass, the radial roads, the park-and-ride proposals, the banning of heavy vehicles, were useful ideas. What introduced a new concept into planning and thus into our lives was the concept of "environmental areas". The total environment became something we must care about, an elusive entity subject to multifold forces, a valuable aspect of our lives that we could not afford to destroy. The monster that was poised to destroy it was the motor vehicle.

Buchanan pointed out that the motorcar involves us all in a love-hate relationship: love of our own, hatred of everyone else's. And that love affair has continued, through all the plans and all the controversies of the last 20 years. Speaking recently in the University of Leeds, Buchanan, now Sir Colin, accepted that his team had if anything underestimated the love side of the relationship. We will go to, almost any length to house our vehicles, wrecking front gardens, parking anywhere we can find, destroying flowerbeds. The only suggestion he could make for lessening the attractions of the private car was to make car-radios and heating illegal and tyres solid.

Buchanan himself became subject to the same love-hate relationship. Having become a consultant to several bodies as well as less pleasing towns he found himself denounced, for example, by the opponents of the proposed tunnel for Bath. The gentle lover of the environment was seen by some as a maniac wrecking driving all over the place. I think that phase has, happily, passed, and we can recognize, as we can for Brown, some of his achievements.

Two seem to me indisputably beneficial. One is the preservation of the countryside by the concentration of the motorways rather than the enlarging of hundreds of roads everywhere. As the landscaping of the motorways becomes more mature, they are no longer engineering works of horror but presentable facilities of great usefulness. The other - and to me Buchanan's lasting achievement - is the pedestrian precinct in our city centres. I don't know how many are preserving, not wholly new, but making it possible to believe in a civilized way that Buchanan said should be the mark of towns, the centres of civilization.

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Change of heart for Paul

The eager expectancy with which Paul Read waited to take up his law place at the North East London Polytechnic has been replaced with dampened disappointment.

The problems are academic and social, but the chief reason for the disappointment is NELP's sprawling structure - with two main sites and a number of smaller ones.

"You have the big freshers thing but after that everything runs downhill. Unlike a university where things are on a campus, things are dotted about on different precincts. Some things could be an hour's bus ride away. So you tend not to go, just visit friends and go to the pub."

"I wouldn't say that people mix from different subjects, they stay with their own department."

Another problem encountered by Paul, who is from Hemel Hempstead, is that he has had to get a job to supplement his grant. He got a minimum grant and although his parents pay his rent at his lodgings, which includes his food, heating and lighting, he is unable to cope and has run up an overdraft.



Paul Read: like *The History Man*

He says he knows a number of people who have run into financial difficulty. One friend of his, who is on a minimum grant was given £450 by his parents to top up his income. But now it has all been spent and the student has an overdraft.

He applied for a rent rebate "but I was told my grant was meant to cover a £10 a week accommodation allowance. My grant only amounts to £14 a week anyway."

So Paul has a job selling double-glazing for three evenings a week, and earns £27 a week basic. He does his academic work afterwards, and at weekends.

He finds that his academic workload "is not that heavy." He has to write one assignment a week of about 2,000 words on the subject of John subjects. He spends the majority of his time writing up cases.

"The course I'm doing, anyone of average intelligence could manage with this workload."

He says that some of the lecturers are very good but he knows of one lecture course where the numbers attending have fallen from 80 to about 16, because of the quality.

But he also says: "A lot of the staff seem highly politically motivated. I think I can take it, because I can distance myself from it, but some people do get upset by it."

They say things like judges' decisions are only rhetoric, acting out the views of the state. They are quite open in giving a Marxist viewpoint. You at least know their view."

"It is very much like *The History Man*. All I keep thinking is that this is all very well, but how is this going to help my client when I practise as a solicitor?" he said.



Burning the midnight oil

A pretty hardworking bunch these 1980s students, by their own account. And on the whole they enjoy the work so far, even if, as Kate Leonard found on her law course at Balliol College, Oxford, it doesn't leave much time for socializing. "We get about 30 to 40 law cases a week each taking an hour to read with a lot of background reading on each topic, and an essay," she said.

Science students also seem to have a heavy timetable, with practicals through the afternoon following lectures most days of the week. Benny Thomas, reading natural sciences at Trinity College, Cambridge, found the workload almost overwhelming. But the arts students found course work just as taxing. Julie Hallas on the art foundation course at Kramer College in Leeds was another who felt too exhausted by the course to do much else. But she was most enthusiastic about the whole business.

The course starts from scratch with "a visual language: 3D work, colour, scale, how you use a piece of paper... A lot of things when you start them you think, 'this is silly; it's too much fun to be learning anything.' But when you get into it you find it's not; it's very important." Her verdict - "it's great, the work, the place, everything!"

A different response to plunging into a completely new area came from Catriona Corfield, starting the BSc in Textiles at the Scottish College of Textiles. She spent two full days of her first week studying computers, with a written assignment straight afterwards. "I'd never done computers before, and I've never been so depressed about work in my life" she said. She is looking forward to the more practical work with knitting and weaving.

Last October, *THESE* reporters spoke to a score of young people about to take up places at universities, polytechnics and colleges throughout the United Kingdom. This week we revisit the Class of '83 to see how they have fared and if their expectations have been met.

We spotlight four students in some depth and have asked the others what the course has been like, whether they have had enough money, what they do in their leisure time, what they think of their institution, and what the accommodation is like.

Their answers show that so far our students have been largely impressed with the quality of their education and social life, and they have responded by working hard and joining in. But of some concern is the fact that most of the students have already found cash problems.

machines later in the year, after the early concentration on theory.

Computers held no terrors for Stephen Reid, who changed course after his first weeks at Queen's University, Belfast to learn more about them. Now he is doing a joint degree in business and computer studies instead of straight business administration. "I saw the faculty tutor who said it would be okay to change. I think business and computers will be a more useful and practical degree," he said. Now he was really enjoying the course. "There is plenty of work to do if you want to do it. I am just barely keeping up."

The two education students were under less pressure as their courses began. Indeed, Rosalind Thomson said she appreciated not being overworked on her BEd in mentally handicapped teaching at Manchester Polytechnic. She found everything organized at a fairly leisurely pace to help the students take in new material in the new year. "Our course is good because PCE students have to go straight into teaching practice in their first term and I think it is quite a struggle for most of them, in the short time allocated to the course," she said.

Our other education student is probably the only member of the group reading the Old Testament as part of her course. Emma Jane Wilkinson is enjoying both arms of her BEd in religious studies at Bishop Grosseteste College in Lincoln. While her faith guided her toward this subject, she has found the education component of the course stimulating as well. She has already taken a primary science class for one afternoon, giving her a taste of her chosen career.

Our other student on a vocational

course, Joanna Coughlin at the South Glamorgan Institute of Higher Education, works in a rather different atmosphere from the other students. Her speech therapy class is an all woman group, and marked by an absence of male rowdiness and a pleasantly uncompetitive approach. "They are all aiming for the same goal, and tend to help one another with difficult material."

One strong impression from even this small group is the remarkable range of studies pursued by riders on the higher education merry-go-round - from law through photography and textiles to Russian studies. This diversity is matched by the range of teaching settings, with some students sitting in lecture theatres in an audience of 200 or more, other mainly in small groups. Here, there was wide agreement that small seminars and one-to-one tutorials were more stimulating - bad news for would-be trimmers of the unit of resource. Lukas Tomlin, studying history and history of art at Westfield College, London found tutorials a chance to find out what lecturers really thought.

Benny Thomas agreed about tutorials at Cambridge. "That's really where you have a chance to do the work. You can also ask questions." Jean McNicol on the Oxford University English course admitted that students tended to avoid lectures, reputedly boring or too specialized, and concentrated on tutorial work. However, most of the group appeared to be assiduous lecture attenders, even when they were not compulsory. It will be interesting to see if they become more discriminating with experience and under the pressures of exams.

A harsh lesson in economy

Money worries are rarely far from the front of students' minds and our Class of '83 has been no exception. Few of the students in receipt of local authority grants had kept their heads above financial water by the end of the term, although only two admitted to an overdraft.

Most were dependent on their parents for some of their maintenance costs while a few received no grants and were therefore totally dependent. Few embarked on their first term with the same budgetary determination as Michael Davis, studying law at Kingston Polytechnic. He reckoned £85 for textbooks and in fact spent £85.50.

Those who had seen their money run out tended to turn to their parents, although many could tell of fellow students who already had overdrafts. Most felt that with parental assistance they were having no difficulty managing.

Another enterprising spirit is clearly Adrian Silas, aged 23, studying film and photography at the Polytechnic of Central London. He has immediately taken up a past interest, writing reviews for the student paper, but has also decided to set up a new literary society with its own magazine, *Hyphen*. Lyndsey Fergus is clearly enjoying life at the Camberwell School of Art in London. She was hardly in for the first two weeks and finds the round of parties exhausting. "The social life is too good," she complained. At the other end of the scale comes Julie Hallas, taking an arts foundation course at Kramer College, Leeds. She said she has found the course work so exhausting it left little time to do much else. Besides, she has already had to work part-time for polytechnic courses next year. Others like Andrew Browning at Plymouth Polytechnic and Paul Smolinski at York University have been playing a waiting game.

Andrew comes from Devon anyway, so he has been meeting old friends from outside the polytechnic. He said he had made new friends but not joined any societies yet. Paul has no

Travel can be a heavy expense and Rosalind Thomson, studying for a BEd at Manchester Polytechnic's Didsbury school of education is more fortunate than many of her contemporaries. It is only a short walk from her hall of residence to her classes. Other students are not coping so well because they have to travel into Manchester on expensive public transport.

For Eva Lartey, reading dentistry at Manchester University, money has been tight and her mother had to pay for a mid-term trip home to visit London. Unlike medicine, dentistry does not attract an additional grant for books and equipment.

Books loomed large as one of the less predictable expenses. Catriona Corfield, at the Scottish College of Textiles, not only faced with having to spend £30 on equipment, also had to buy three textbooks at £20 each. Stephen Reid says: "Each lecturer has his own book list with four or five essential texts. I only hope it gets better as time goes on."

For Kenny Maclean in Aberdeen, books were less of a problem. Having been *dux* (top prizewinner) of his high school he had accumulated "quite a lot" of book tokens which met the initial cost of books.

Paul Smolinski, reading economics at York, felt he could have got away with fewer books while Benny Thomas finds his science textbooks horrendously expensive at up to £20 each. With £70 spent on books, Joanna Coughlin studying speech therapy at South Glamorgan Institute of Higher Education, was one of the many unfortunate ones kept waiting for their grant cheques.

Several students hoped to find part-time jobs over Christmas, despite the recession. Emma Jane Wilkinson, studying a primary BEd in religious studies at Bishop Grosseteste, had arranged a one-week job with the Post Office, while Sarah Dudley, adjusting to a transition from an earned income to a grant felt she would have to work as a secretary for at least a week.

But it was the unexpected expense that threw some students. Andrew Browning, studying nautical studies at Plymouth Polytechnic, was taken aback by ancillary courses in diving and Royal Yachting Association exams which, although not compulsory, were encouraged.

For most students, the first term of the first year will prove the hardest financially, but the opportunities for "stinting" as recommended by St. Keith are few when the budget is already tight and the financial outlook no less grim.

Keeping a balance of work and play

Our Class of '83 appear quite representative of the new post-16s kind of student as far as extra-curricular activity is concerned. A fair number have clearly only been sampling the clubs, societies, sporting facilities and social life - all traditionally regarded as a vital part of the higher education package - while they find their feet in a new environment.

Even so there are clear exceptions - one went to a fancy dress party (apparently dressed as a Christmas cracker) another has spent part of the Christmas vacation on a choir tour in Yorkshire, another is learning karate and yet another has started a new student literary magazine.

There is little doubt the right environment can make all the difference to the pace of a student's social life. Perhaps it is not surprising that Benny Thomas, reading natural sciences at Trinity College, Cambridge, has propelled himself so deeply into social life, music (including the choir tour) and sport that he is already complaining about long compulsory science practicals that prevent *naties* from enjoying the relative freedom of arts students.

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complaints about the social life and has built up a large circle of friends who mostly make their own entertainment.

Then there is the more serious approach so evident on the campus of the 1980s and perhaps best exemplified by Kenny Maclean who is at Robert Gordon's Institute of Technology, Aberdeen. He has found he has to work virtually every night for his BSc in electronic and electrical engineering. But he has had time to note the institute's bar prices are about the lowest in the town, although Aberdeen University has the best snooker hall. Michael Davis has a very sensible approach to student life at Kingston

Polytechnic. He does not smoke or drink for religious reasons, but he has joined a karate club, and keeps up his running. He finds the workload keeps him busy well into the evenings, and he is keen to steer clear of parties.

Emma Jane Wilkinson has joined a number of social clubs at Bishop Grosseteste College. She has taken up the recorder again because it might prove useful in her future career. She has also started a voluntary course known as the Bishop Certificate, one evening a week over two years. This will entitle her to teach in specially designated church schools.

Those carefully balancing work with

leisure include Eva Lartey, who resisted joining the numerous clubs and societies at Manchester University, opting for just one sports club. After a daunting start she has now found plenty of friends for the usual round of parties and concerts. Rosalind Thomson has gone further than the usual student parties, testing nightlife in the students' nightclub. She plays tennis, goes to "popmobility" classes and is thinking about community work. Catriona Corfield went out a lot in the first few weeks, but latterly limited herself to a couple of evening out a week at the Scottish College of Textiles in Galashiels.

The one real complaint has come from Joanna Coughlin who said social life at the South Glamorgan Institute of Higher Education in Cardiff was not wonderful. The main events seem to be discos at other halls of residence, and most of the people she sees are from her course. She missed her family and was looking forward to Christmas. But she is playing bassoon in the music society, joined the English society "by mistake", and says she went to a fancy dress party dressed as a Christmas cracker.

An interesting picture emerged from Oxford where Kate Leonard from Belfast is studying law at Balliol College, separated by a wall of some ill-repute from Jean McNicol, from Glasgow, studying English at Trinity College. Jean said part of the weekend entertainment was watching fellow students, usually well drunk, going to the common wall and shouting.

Kate in fact did not say anything about this long running acrimonious feud between two colleges. She is still finding it hard to see policemen walking around town as opposed to riding in patrol cars near her home of Andoverston.

Jean avoided societies like "Richard the Third is Innocent" (complained there was no Scottish society) and opted for the Oxford Union debating society, catching both Erica Jong and J. K. Galbraith.

Only Lukas Tomlin at Westfield College, London, really owned up to a mass of late nights and a spending spree that left him very broke. He plans to make amends next term. He says he will have to.

Going back to the beginning

Sarah Dudley is the first to admit that going to university has been a terrible shock to the system. Going back to study full-time at 26, some 10 years after she left school, she knew it would be difficult. And she says she was right.

The biggest problem for Sarah, who is taking Russian studies at the School of East European and Slavonic Studies at London University, has been learning vocabulary lists. The first year is intensive Russian language study and Sarah is forced to learn her lists every spare minute of the day - from walking in the street to riding on the bus.

"The tutors all warned us the first year would be really hard work," she said. "You just have to sit down and force yourself to do it. There is no other way."

The drudgery - which she accepts as necessary for anyone starting a language from scratch - makes her look forward to the lectures on various aspects of Soviet life as a stimulating break. They cover items such as the geography or economy of the USSR.

"I suddenly found myself very interested in how the Russian system actually worked," she said. "All that talk about targets and shortages began to fall into place." She also said



Sarah Dudley: shock to the system

It was quite strange how many people assumed she must be a Communist just because she was learning Russian.

SESS is a very small college and Sarah quickly found her way around. She has found the social transition from working secretary to student much easier, partly because she has stayed in her north London flat, paying £27 a week, and partly because she still has her old circle of friends.

Managing on her much reduced income has proved very hard, she confessed.

Snap happy approach keeps the action rolling

While some students take a relaxed run at higher education, Adrian Silas, studying film and photographic arts at the Polytechnic of Central London, has approached his first term at the pace of an express train.

Within two weeks of the beginning of term, he was immersed in his course, writing reviews for the student union newspaper, and setting up a literary society with ambitious plans for a literary magazine.

Student life was less of a shock for him than for many students straight from school. At 23 he is older than most of our Class of '83 and had had a dummy run when he embarked on a psychology degree at Goldsmiths College.

For someone with limited experience of photography he found it exciting to be let loose with brand new cameras as part of the photographic element of his course.

The highly practical content of the course continues into film-making, where as much as possible is based on experience of the process from story line to editing.

Working as part of a team, he has already made his first film dealing with the issue of the use and misuse

of food in the manner of *La Grande Bouffe*. Much of it was filmed in Harrods' food hall.

What he wasn't prepared for was the breadth of the theoretical part of the course, bringing in aesthetics, linguistic philosophy and - to his surprise - Marxist philosophy, something he welcomes.

Course work is assessed for the crucial first year hurdle, but examinations at the end of the year are based on take-away papers with three weeks to produce the results.

The literary society and its magazine, *Hyphen*, (first issue out at the end of the first term) occupy much of Adrian's social life but there are no hard divisions and visits to the theatre or cinema are encompassed in its broad spectrum.

Sharing a council flat in Peckham for just £13 a week means that Adrian, who gets no grant and is paying his own fees, is just about "surviving" on £40 a week from accumulated savings. Next year he expects to qualify for the minimum grant which will then be just £205 a year. It is a lot less than students on a full grant but he shows no resentment at having to pay his way.



Adrian Silas: paying his way

From dreaming spires to split site polys

"I suppose when people think of Queens, Belfast, they think of bullets and that kind of thing," Stephen Reid from Ballinacorney, Northern Ireland says. "But it's not like that at all. It is really friendly, and I am pleased."

Stephen's view of his institution, though obviously not quite in the same context, is shared by most of our Class of '83 students. Whether they chose a university, polytechnic or college, they have few regrets.

They found their institutions helpful in many ways, involving them in a lot of new activities and giving them a chance to make new friends and meet a variety of new people both from home and overseas. "Small" was definitely seen as an advantage, and those in "large" institutions tended to identify with the college or site in which they were studying.

When they first started going to university, these students going to "squashes" - a chance to get a free glass of wine - to encourage new

students to join. Paul Smolinski is equally pleased both with his choice of York University and the city, which he likes very much. He has tended to stay on the campus most of the time but finds the locals friendly.

Eva Lartey, however, who has gone to Manchester University, is less sure about Manchester as a city. She finds black people are accepted less readily than in London and students are generally not popular.

Both of the Class of '83 students who joined the University of London have remarked on the small friendly atmosphere of their school or college. Sarah Dudley, who is doing Russian studies at the School of East European and Slavonic Studies, and is a mature student, says everyone has been most helpful.

Lukas Tomlin, who is a Czech refugee forced to learn English rapidly and adjust, says that Westfield College has been very helpful in dealing with his

own special problems. His one criticism is that contrary to expectation, the place lacks the kind of "real atmosphere" promoting discussion. Interest in politics, theatre - his own passion.

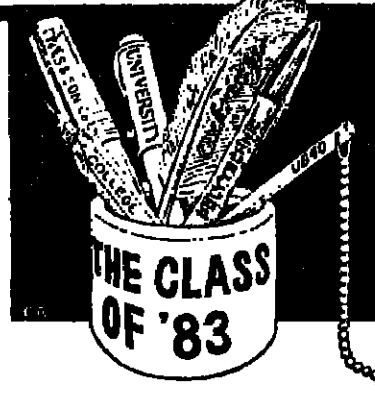
The polytechnics fared equally well in our students' eyes in spite of the difficulties and problems created by split-site operations. Michael Davis, reading law at Kingston Polytechnic, says he finds his building in Clipsy Hill conducive to study and he has not been too affected by the separation from other sites because he is not always rushing off to meetings.

For Rosalind Thomson who specifically chose a polytechnic rather than a university to do her teaching degree, Manchester Polytechnic has lived up to her expectations.

Only one of our students mentioned homesickness. Catriona Corfield, who is attending the Scottish College of Textiles in Galashiels, says she was homesick on her first day and has come home four times in her first term.

The shortage of college accommodation in London is reflected in the fact that most of our students studying there have digs or still live at home. Lukas Tomlin, who is studying history of art at Westfield College, has opted to live with his mother in North London not far from the college. He hoped he would have been able to spare some money as a consequence to give to his mother but he has not found that possible.

Meanwhile, in Manchester, Eva Lartey can find little to complain about her room in tower block hall of residence in the Owens Park complex, the largest student village in Europe. Her only objection is the distance from the students' union.



Home, sweet home...

In common with most of their contemporaries, most of the Class of '83 have landed rooms for their first year in their university or college halls of residence.

Typical is Emma Jane Wilkinson, who is delighted with her room at Bishop Grosseteste College in Lincoln. She finds it easy to study in her halls and finds that everyone gets on well with each other. If she had her choice she would stay put for the rest of the course.

A chance to make new friends is what has appealed to most of the students about staying in halls. Stephen Reid, living in at Queen's University, Belfast, found he was made to feel at home and that the warden was ready to help with any problems.

Parties in mixed halls greatly added to the social life, says Lyndsey Fergus from East Lothian in Scotland, who is studying textile design at Camberwell College of Art in London. As her rooms are just across the river from the centre of town, it was very tempting to go out every night.

But for most of the students the halls were functional with some of the perennial drawbacks. Andrew Browning had a suitable problem for a student of nautical studies at Plymouth Polytechnic - damp. Overheating of rooms was another general complaint.

For many of our students it was convenient to live in for the first year with a view to moving out into a flat or something next year. This seemed to apply even to those who enjoyed the superior facilities and services of Oxbridge.

Benny Thomas, at Trinity College, Cambridge, pays £140 a term for a superb room in the centre of town for which he also gets the services of a "bedder" to tidy up every morning. And at Trinity College in Oxford, Jean McNicol is enjoying her traditional room in college, with its window seats and easy chairs and an early morning call from her scout.

Such heavily subsidized accommodation compares starkly with student Michael Davis (20), reading law at Kingston Polytechnic, who is forced to rely on the bed and breakfast market. He has to pay £24.50 a week for a room with central heating and a television with his laundry taken care of.

The problem is that his lodgings are six miles away from the polytechnic and the last reliable bus back home is at 10pm.

But Rosalind Thomson who is studying at Manchester Polytechnic, was pleasantly surprised by her accommodation at Broomhurst Halls of Residence which is much more comfortable than she dared hope and brightened up with a fresh lick of paint.

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New blood under the microscope

The new blood programme in the universities, providing extra money to pay for new young lecturers, takes on a greater significance in the absence of new money and the knowledge of more cuts.

The two-year programme, as well as showing that the Government recognizes the need for new minds, allows the University Grants Committee a more direct say in deciding which departments and subject areas to build up.

As with the 1981 cuts there has been almost no research into how and why decisions of allocation were made. But a useful analysis of the new blood programme is made in a recent edition of the *Higher Education Review*.

The authors P. J. Dolton and G. H. Makepeace use regression analysis to show that the only two significant variables about the allocation are the percentage of university income from research grants and the staff-student ratio.

When they did a similar study of the 1981 cuts the authors found that research income and representation on the UGC were the only consistent reasons for the size of cuts. Now, they say, the factor of UGC representation is no longer important.

The research appears to have serious defects; no account is taken of the input made by the research councils into allocation decisions, there is no understanding of the complex subjective way the new blood committees worked, and (this deficiency is admitted) the bearing of the status of individual departments is not taken into account. This is because no information is available on the quality and standing of individual departments.

Nevertheless the study is interesting. The authors say there is evidence that the larger the size of the cuts in 1981, the smaller the relative number of new posts in 1983.

But it was not just a re-run of 1981. The more research-orientated the university, the more new blood and information technology posts were received. But universities with high student-staff ratios also got more posts.

The following variables were unimportant: they say the cost per student; the relative size of the undergraduate population; the graduate unemployment record; the proportion of senior staff, the excess demand for places as measured by the applicant-to-place ratio or A level grades; the quality of student intake as measured by A level grades; and "less certainly" the percentage of science students and the percentage of young staff.

The authors say the UGC has been ambivalent in its approach. "In making decisions about the creation of new posts the UGC could have attempted to alleviate the teaching pressure on those universities with the least favourable student-staff ratios or it could have directed scarce extra resources to those universities who already have the more propitious research conditions."

"The two objectives are essentially incompatible. It would appear that the UGC chose the former course and put more emphasis on the reduction of student-staff ratios. It is not then contrary to the UGC's aim of the creation of new posts."

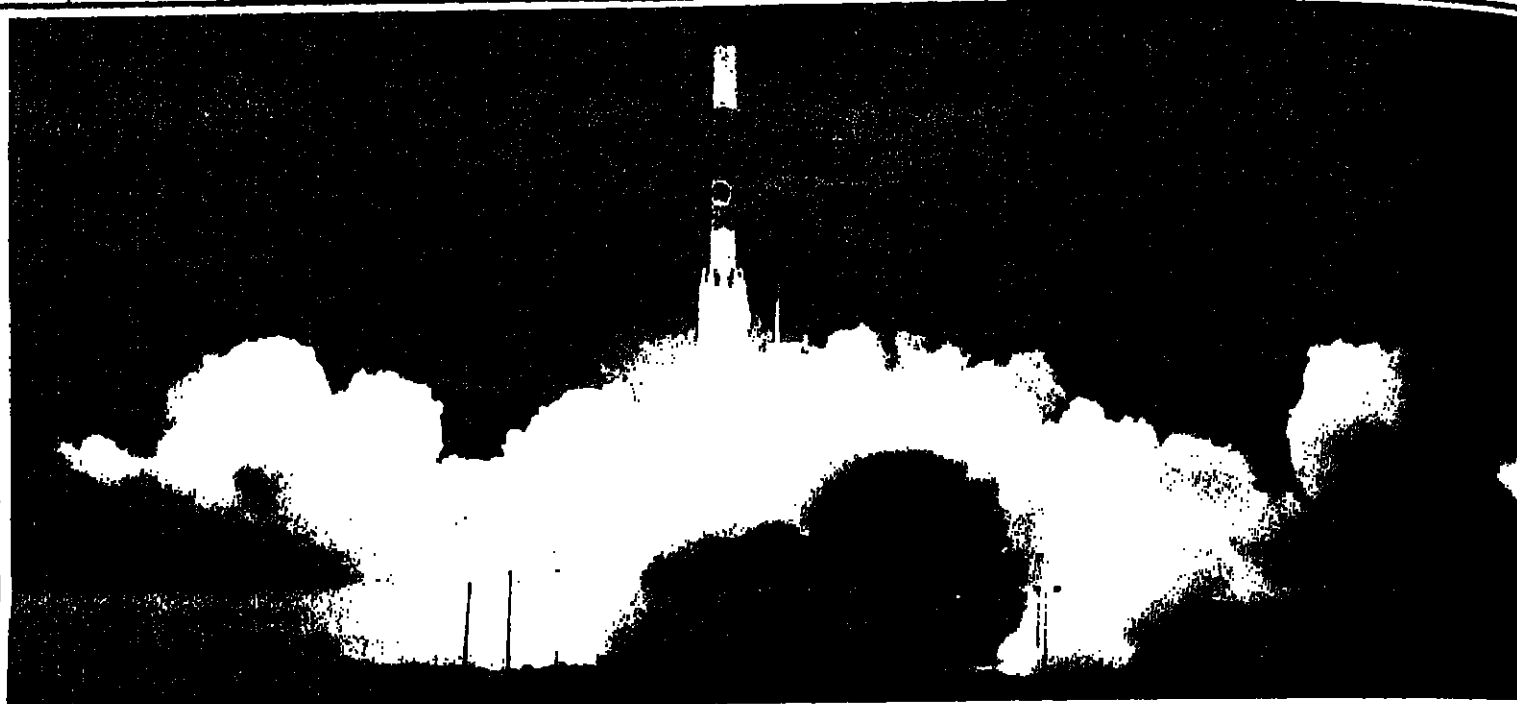
The authors do not stand up widely to the view that the technological universities were treated less fairly than others in the distribution.

They say the Cambridge has attracted more new blood posts and a larger number of lecturers in total than the other categories of university. Although there may be variations within the categories the posts have not been allocated unfairly among the arts, technological and civic universities.

The authors conclude that although important factors such as the cost and quality of students have been ignored, "the exercise appears less arbitrary and obtuse than the 1981 measures."

"New blood or bad blood? The allocation of new blood posts in British universities," by P. J. Dolton and G. H. Makepeace, *Higher Education Review*, autumn 1983, available from Tyrrell Burgess Associates Ltd, 34 Sandilands, Croydon CR9 5DB.

Ngalo Cretquer



A Delta 3910 launch vehicle lifts off from the Vandenberg Air Force Base in the US. It is carrying IRAS, a cooperative venture between Britain, the Netherlands and the US.

Can Britain afford space research?

Jon Turney asks the question that the Science and Engineering Research Council is asking itself

Astronomy today is a game so expensive that few can play in full. Every schoolchild knows the astronomer's instrument is the telescope. But the term has been stretched to take in a host of new devices since the last war. The amateur can still do astronomy of a kind in an out-of-town garden with a good pair of binoculars. The professional, though, wants to gather information about all the different kinds of radiation outside the visible range sent into space by celestial objects — radio waves, infra-red and ultra-violet waves, X-rays and gamma rays.

This means the traditional image of the scientist squinting at the stars through a tube at nightfall is about as typical of modern astronomers as the idea that physicists drop weights off high buildings or geneticists cultivate sweet peas. The new detectors which have revolutionized observational astronomy in the second half of this century need different technologies. It all magnifies what science-policy buffs call the "sophistication factor". That is, astronomy costs more.

It costs more, too, because astronomers want to get their instruments closer to the objects they study. For X-rays and gamma rays, especially, it is essential to get above the earth's atmosphere, which absorbs all the radiation before it reaches ground-based detectors. But space missions increase costs again by a factor of ten. As a rule of thumb, a new ground-based telescope costs around £10m, a satellite mission £100m and a manned space mission £1,000m. European countries, including Britain long ago renounced sending people into space as too costly. But can we afford even the middle-range expenditures on scientific satellites?

The Science and Engineering Research Council's astronomy, space and radio board has the job of deciding if Britain can maintain a scientific presence in space — and the board will have to decide early in the new year whether to re-submit proposals for a UK-led X-ray mission which were formulated but not approved last year.

As far as the science goes, there is little doubt that such a mission would be highly productive. Indeed, proponents of space-borne instruments like Ken Pounds, the X-ray astronomer at Leicester who chairs the astronomy, space and radio board argue that they are getting more cost-effective. Real X-ray astronomy is only just over 20 years old, and in that time the relative costs of launchers and efficiency of detectors have moved in the scientists' favour. There are now well-proven, semi-commercial launchers open for bookings from both the European Space Agency (the Ariane rocket) and the US National Aeronautics and Space Administration (the Delta rocket) and the new space shuttle. And engineers now know how to design and construct mirrors to the fantastically fine tolerances needed for X-ray detectors.

So if you look, as Ken Pounds likes to do, at the amount of science you get per pound out of these missions, there's no question that current space science is far more productive than similar efforts even ten years ago. For example, the 1970s British X-ray

programme, behind the gentlemanly scientific solidarity there is a clear conflict of interest. It is best exemplified by two extreme positions on international collaboration.

No one denies that collaboration is the only way to sustain a space programme, and £9m of the ASR boards £40m a year budget goes to the European Space Agency's scientific programme. This is a fairly modest affair, capable of launching a new satellite roughly every two years. As missions become more costly, this appears to be slipping to four every ten years.

Faced with this, there are at least two options. The proponents of the UK-led space programme argue that we get as much out of ESA as we can reasonably expect. And they believe this country can benefit strongly from minor partnerships with other individual countries, as with the Germans on ROSAT. But they see this strategy as self-limiting. In the end, we will use up our share of scientific goodwill and will only be offered shares in such missions if there is a return in the form of a UK-led mission every five or ten years. If not, the Germans, for instance, will look to the US instead.

Troublingly, the Americans are looking for such collaboration because they cannot get government support for many unmanned scientific missions, despite the sums commanded by NASA for the shuttle programme. The European Space Agency has just agreed in principle to open its scientific programme to the US, beginning with the infra-red mission ISO. The ground lobby in the UK are less worried that we will be left out in the cold if we fail to offer stronger inducements to potential collaborators — and in any case they see the proposals last year for a UK-led space mission as an overcommitment for the ASR board, which also has to find money for fashionable application-oriented areas like satellite remote sensing.

And far from accepting that the UK does well out of its subscription to ESA, they argue that we could exploit the ESA connexion more. While the UK gets a good share of observing time on ESA missions when they have been launched, the critics of the UK-led programme argue that British scientists should work harder to get their mission proposals adopted by the Europeans — as hard as the French and Germans do.

It's hard to say who is right. The recommendation to try and get more out of ESA, probably puts too little weight on the obstacles set by the internal politics of the agency. After all, it is based in Paris, and the French did pay most of the development costs of the Ariane rocket, albeit for commercial not scientific motives. And the UK space enthusiasts believe that we still need a separate programme to maintain expertise in the long gaps between ESA missions so British scientists can benefit from them when they finally come around.

On the other hand, the researchers who rely on ground-based observatories would say that we can afford ground-based astronomy — and can compete with the rest of the world in this field. But we can't afford space, they argue, and if we try and keep sending up satellites we'll have to stop doing everything else.

So in the end the decision may demand a readiness to stop doing some things to safeguard others. This would be hard to take, especially for those in fields where satellites are essential and the UK has a high reputation, like X-ray astronomy. But we have already effectively opted out of some fields, like gamma-ray observation and planetary science and the sky didn't fall. And the ground-based observers have the advantage that their instruments have already been built.

At the moment, the most likely outcome looks like a decision to bid for extra money for a UK space mission again in 1984. It is doubtful that the board could manage such an investment from their existing budget. So they need to find ways of making their arguments to the Advisory Board for the Research Councils and Sir Keith Joseph more persuasive than they were last time round. Their best hope here is probably to try and sweet-talk the department of Trade and Industry.

For commercial prospects in space are of increasing government interest. A fact that astronomers seem curiously reluctant to exploit. Two factors are especially relevant here. First it's clear we don't get much of a look at industrially when we contribute to foreign-led missions, even in ESA. But at the same time, Britain is good at building satellites for the growing communications and surveying markets. The scientists could find the DTI's interest in maintaining British capabilities in what will soon be a multi-billion pound industry would help secure more support for their relatively modest goals. If not, there may not be room for British researchers in space in the 1990s.

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Lies, damned lies...

"Propaganda is a much maligned and often misunderstood word. The layman uses it to mean something inferior or even despicable. The word propaganda always has a bitter after-taste." It is perhaps singularly appropriate that these words should have been spoken by Joseph Goebbels a mere days after he had become Hitler's minister for popular enlightenment and propaganda in March 1933, for it was in this role that he was to do more than most to ensure and perpetuate that "bitter after-taste".

"But," he continued, "if you examine propaganda's most secret causes, you will come to different conclusions: then there will be no more doubting that the propagandist must be the man with the greatest knowledge of souls. I cannot convince a single person of the necessity of something unless I have got to know the soul of that person, unless I understand how to pluck the string in the harp of his soul that must be made to sound."

The first problem for the student of propaganda is to divest the word of its pejorative and derogatory associations. Propaganda is not simply what the other side does, while one's own side concentrates on information, although the names of the wartime ministries in Germany (propaganda) and Britain (information) have done much to perpetuate that particular myth. Propaganda (and I deliberately exclude here purely religious propaganda or the commercial propaganda that we call advertising) is a distinct political activity and it is one that can be clearly distinguished from cognate activities like information and education.

The distinction between them lies in the purpose of the instigator. Propaganda can be defined as the attempt to influence the public opinions of an audience through the transmission of ideas and values. Whereas information presents its audience with a straightforward statement of facts, propaganda packages those facts in order to evoke a certain response. Whereas education (at least in what I take to be the liberal notion of education generally accepted in Britain) teaches people how to think, propaganda tries to tell them what to think.

Information and education are concerned to broaden the audience's perspectives and education to open their minds, but propaganda strives to narrow and preferably close them. The distinction lies in the purpose.

The stages in the process by which propagandists try to influence their audience raise a number of important questions. If their intention is to tell the audience what to think, it is important for us to establish in the first instance who the propagandists really are.

At first sight this may seem rather obvious and in many instances it will be: Goebbels as minister was quite clearly indirectly responsible for the overwhelming majority of Nazi prop-

aganda. But what if an intermediary is being used wittingly or unwittingly? Who then is the propagandist and in what does the propaganda consist? Let us take a specific historical example. In 1937 Goebbels's propaganda ministry agreed to pay Thos. Cook & Son a subsidy of 50,000 Reichsmark to advertise Germany as a suitable holiday destination for British tourists. Three 15-day tours were advertised in the London newspapers and an illustrated brochure was produced that proclaimed the qualities of "a land filled with beauty, with historical and architectural interest, and peopled by men and women who welcome visitors and make them feel at home".

All perfectly innocent, the reader will probably think, but for the historical irony bestowed on it with benefit of hindsight. There is no evidence to suggest that for Cook's it was anything other than a commercial venture, advertised in the normal way, just as Thomson's now advertise holidays in the Soviet Union. It is a commercial arrangement with no political implications.

Yet the propaganda ministry was prepared to produce a significant subsidy and the file of relevant ministerial correspondence is labelled "Cook's Propagandareisen". For the ministry it was a political rather than a commercial venture, albeit a political venture with commercial undertones in that it was also to earn valuable hard currency.

But the issue is not even that clear cut: the back cover of the Cook's brochure, illustrated right, may have been jocular in its intention but in the context of the time it inevitably acquires a political significance. That is not to say that Cook's knowingly acted as agents for Nazi propaganda but to point out that in practice the clear dividing lines that may be established in theory all too easily become confused.

Can propaganda, as is often assumed, convert or is its power limited to reinforcement of existing attitudes? Most writers nowadays agree that propaganda confirms rather than converts. As Aldous Huxley observed: "The propagandist canalizes an already existing stream: where there is no water, he digs in vain."

Like hypnosis, with which it has a great deal in common, propaganda is limited in its effect: in the short term it may carry its audience on a wave of fervour, like the one that followed the outbreak of war in 1914 or the despatch of the task force to the South Atlantic in 1982. In the long term, however, propaganda becomes less effective, because the audience has both the time and the opportunity to question its underlying assumptions.

For similar reasons propagandists must ensure that, as far as possible, their propaganda appears to be true. It is frequently assumed that propaganda equals lies, but propagandists' truth



Propaganda confirms rather than converts public opinion. Richard Taylor analyses its varied function



Propaganda or publicity? Goebbels (above left), Hitler's minister for popular enlightenment and propaganda, subsidized the British travel firm Thos. Cook & Son's adverts (above right) for 15-day tours of Germany in 1937.

must correspond with their audience's perception and experience of truth. If it does not, the audience will turn away, laughing scornfully at the lies or (and for the propagandist this is possibly even worse) ignoring them altogether.

Propagandists must use the truth as far as possible but they may use it selectively, choosing to ignore or gloss over facts which are inconvenient to their argument. We see this clearly in any election campaign. By relying largely on interpreted truth propagandists build up their audience's trust. Only then, when they have that trust, and only when their audience has no independent means of verification can propagandists lie, but even then they must lie convincingly.

Let us take another, and more recent, historical example, the Falklands war of 1982. The Ministry of Defence exercised almost complete control over news of the progress of the task force. At home in Britain it had a largely sympathetic audience inclined to believe what it said, an already existing stream to canalize. When the MoD claimed that British bombing had put the runway at Port Stanley out of action, its audience assumed that this was true. It was only subsequent Argentinean air activity and the eventual production by the Argentines of film showing the runway in action that sowed major seeds of doubt. The admitted need for further British bombing raids confirmed these doubts. The MoD's control was almost total and that was not quite enough.

The Argentines of course made similar errors by claiming on more than one occasion to have sunk HMS Invincible, but warships, like men, only die once. But the sinking of the General Belgrano remains shrouded in a propagandist fog of claim and counter claim. The propagandist can lie, and lie convincingly only where there is no independent alternative source of information.

In the 1920s writers on propaganda

The Ministry of Defence exercised almost complete control over news of the Falklands War. Ian McDonald, the deputy press officer (left), became a household name.

Heil! Summer!



maintained that its origins had definitively been concealed: in other words propaganda was only propaganda if it was black propaganda. While it is true that black propaganda is often likely to be more effective propaganda precisely because it catches its audience unaware. As Goebbels remarked: "Propaganda becomes ineffective the moment we are aware of it." To confine the term in this way would be to exclude the most important instances of propaganda. We should have to call the overwhelming bulk of Nazi and Soviet propaganda something else. This is clearly an unacceptable restriction. Propaganda is, and may be seen to be, propaganda.

There is a popular assumption that propagandists sweep their audience away on a wave of emotion whereas teachers present their facts in a rational way. Even those with dim memories of their own education will know this to be another sweeping generalization. Some of the most effective teachers are those with a strong emotional commitment to their subject and the ability to communicate their own enthusiasm.

Some of the most effective propaganda is that presented with an air of cool detached objectivity: newsreels were recognized by both Lenin and Goebbels as an effective propaganda medium and broadcast news bulletins still are. Anyone who has watched a Soviet television news bulletin will appreciate that there can be very few broadcasts that are less emotional — or more boring.

Here lies the key: communication between human beings relies on a mixture of reason and emotion for its effect. If propaganda is too rational, it will be boring; if it is too emotional, too strident, it will become laughable. Like other forms of human intercourse propaganda has to strike the right balance.

When we speak of propaganda we think of the media as conventionally conceived: radio, television, cinema, the press, posters, etc but propaganda as an agent of reinforcement, is not confined to these. Few would deny that the presence of Hitler's head on the stamps and coinage of the Third Reich was an instance of propaganda, though more might be objected at the suggestion that the same judgment might be applied to the monarch's head in Britain.

Postage stamps and coinage are but two examples of the wider application of propaganda. Censorship has been described as the antithesis of propaganda and its necessary adjunct. But the role of commemoration in reinforcement propaganda is often overlooked. Yet what better way of reinforcing the present and determining the future could there be than commemorating the glories of the past? It is no mere coincidence that London has its Waterloo Station and Paris its Gare d'Austerlitz.

We need to think of propaganda in much wider terms: wherever public opinion is deemed important, there we shall find an attempt to influence it. Goebbels maintained: "In propaganda, as in love, anything is permissible which is successful."

Propaganda may be overt or covert, black or white, truthful or mendacious, serious or humorous, rational or emotional. Propagandists assess the context and the audience and use whatever methods and whatever means they consider to be the most appropriate and the most effective.

But how effective is propaganda? This is an almost impossible question to answer. It is all too easy for politicians to blame their own failures on the invidious effect of opponents' propaganda.

It was the German High Command in 1918 that claimed it had been "stabbed in the back" by the activities of British propagandists centred on Crewe House. Yet their own failure to recognize the need for domestic political reforms was at least as important in undermining civilian morale.

We can never be exactly certain of the precise effects of propaganda because we cannot isolate individuals in a political vacuum. It is perhaps symptomatic that students of the subject often seem to spend half their time defining what they mean by propaganda and the other half denying its importance!

Perhaps they are right: it was, after all, Goebbels who observed: "In the final analysis the people are even more astute than their government."

The author teaches in the department of political theory and government at University College, Swansea. His film *Propaganda: Soviet Russia and Nazi Germany* was published in 1979.

The collegiate university is a rare form of organized higher education if not indeed unique to Oxford—an assertion which can be defended in full awareness of the existence of Durham, or Harvard, or Claremont, or London, or Wales, or even Cambridge. The departmentally segmented and hierarchically controlled monolith is the dominant form in Germany, France, the United States, and everywhere else to which the European medieval university has descended. Why, in the early modern and early industrial periods, the collegiate form survived vigorously while fading from the Catholic Europe which gave it birth remains something of a mystery. The modern starting point is Oxford's distinctive-ness.

In its origins the collegiate form was both the application of a pedagogical theory and at the same time a means of social survival. The first colleges in twelfth century Paris, the Collège de Dix-Huit, and the Sorbonne which soon followed, were partly a recognition of the successful academic discipline of the monasteries and the Mendicant Orders. They were also a move by the secular priests in the struggle to wrest dominance of the paramount School of Theology from the Regulars.

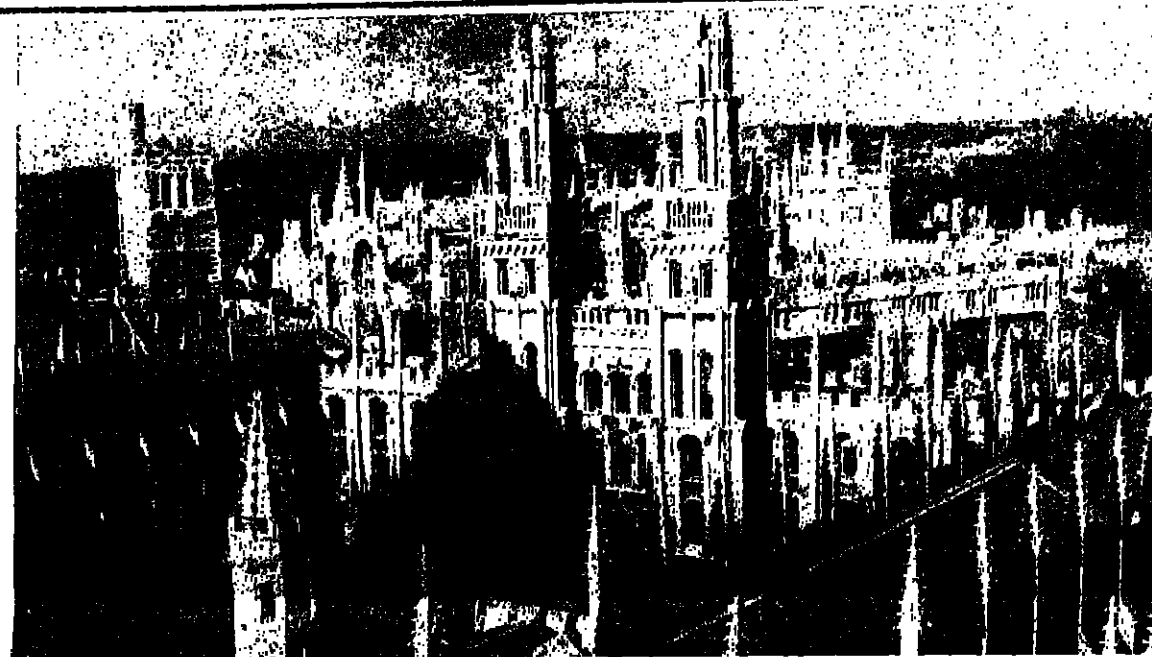
At Oxford subsequently the college developed also as an organization of learning under discipline as well as a refuge in the chronic conflict between the clerics and the laity. But it would be a naïvely idealistic history which explained the collegiate form solely in terms of a theory of learning. Much more is owed to social pressure. The dead hand of the colleges could plausibly be represented as a sequence of binary oppositions. Struggles between Regulars and Seculars, crown and mitre, town and gown, scholar and gentleman-commoner, hearty and aesthete and, not least, between university and college.

These are the conflicting interests which have shaped college organization, the cooperation and competition between them, and, with the Franks commission of inquiry into Oxford of the 1960s, a highly visible move to modernize a federation of colleges into a strong collegiate university. Franks recognized all the dangers—the encroaching state, the expansionist tendencies, the growth of science, the unfavourable graduate student, the non-don, and the inequalities of collegiate wealth. The aim of the commission was to face these threats and to make Oxford safe again for commonality.

Oxford remains a distinctive milieu of teaching and research. There is a binary relation of the university to the 36 colleges. The overwhelming financial dependence of the university on the state contrasts with the autonomy of the colleges as private, endowed corporations, owned in trust by their fellows, choosing and teaching their own undergraduates. The separated function of the university as the examining and syllabus-setting authority automatically establishes the boundary between college tutors and pupils. The publication of the annual league tables of college performance in the university degree examinations is a market monitor of competing companies of scholars, examining each year incidentally not only the candidates but their mentors, and thereby rewarding or punishing the dons as teachers in the previous academic currency of reputation. It is not obvious why this should be research productivity in a place so obviously dedicated to teaching and apparently so cushioned by the easy indolence of high table and elegant senior common room.

Still less obvious is where power lies in the collegiate university. Of course, one's head is bowed with inevitable deference to the quality of people in the place; but such personal deference is not the heart of the academic consciousness.

Nor is the problem that of the conventional antipathy of dons to administrators. They both know who really owns the cultural property, even when the academic is found in some insubstantial sub-bubble in a chemical laboratory, while the administrator sits in portatorial splendour and marble halls. Admittedly, there is a peculiarly marked malice in the dismissive partisan references of the Oxford college fellow towards the registry and the central administrative bodies—the general board and the Hebdomadal Council. But these superficialities disguise attitudes more complex than can be conveyed by the word antipathies. There is a background here of traditional organization, of cultural assumptions, of changing external and internal circumstances, and of an inability to face the threat which has to be



Oxford's power game

A. H. Halsey on his university's unique collegiate structure

explored. Most educational systems have been restricted to elites, and from this point of view Max Weber distinguished three broad types of social personality: the charismatic leader, the "cultivated man", and the "expert". These three social types are certainly to be found in Oxford, past and present.

The charismatic type was given form by a new and sharply focused meaning one morning when I was summoned to the bedside of a distinguished scientific colleague. I went in some alarm about his health, but found him alert and hearty in the Radcliffe. He wanted to tell me immediately that he had a solution to the zero growth problem in demography. I can only remember now that the solution was politically implausible. The point was that he had obtained it from the direct channel of charisma, from the Almighty by prayer. He, as assured me, was his major method in scientific discovery. Such men, presumably they also know their biology, are powerful. The gift of grace is seldom expressed in such a direct and conventional form in the modern age. But we recognize the general phenomenon of the creative scholar or scientist who is possessed by the power of ideas on the frontiers of his discipline and, so possessed, possesses others along with a disproportionate share of the university's attention and resources.

One recognizes also in Oxford the "cultivated man". A person of refined sensibility and comprehensive appreciation of the most prized elements of intellectual culture. There has been a long line of those whose influence over others is not tied so much to monumental achievement in a particular branch of science or scholarship so much as to the general idea of scientific and scholarly excellence in itself. They are the exemplars of learning for the rising generation.

The third type of social personality, the expert, and the dominant one in the modern universities, also has his place in Oxford. This is someone to whom habitual reference is made as "the greatest living authority" on Copernican philosophy or antibiotics or the rise of the gentry in the sixteenth century. His expertise is in the field of research.

These three social types correspond to three types of power and authority in society. The charismatic leader is magically or divinely inspired and will create excitement, loyalty, enthusiasm, and effort wherever the formal organization and whether military, military, religious, political or educational. I know of no organizational blueprint for the generation of charisma.

The original charisma is known to be sociologically routinized in the apostolic succession. Yet the charismatic tutor is a recognized figure since Socrates. It is as seems to be the case, Oxford has had a relatively high frequency of experience of such leadership. It is not because its colleges are directly descended from monastic Christianity through which the gift of grace had historically a high probability of realization. And if so, what element of the collegiate form of organization have these four types of

Celibacy perhaps? Certainly many of the most celebrated colleges of scholars and aesthetes in Oxford and Cambridge have been founded by what Freudians would call sublimated homosexuality. Commensality? The sharing of common table, the college as hotel as well as instruction centre, raises the probability of informal relations beyond the specificity and impersonality of the lecture or the class. The tutorial system itself has the same *gemeinschaft* as opposed to *gesellschaft* quality on which charisma is more likely to flourish.

It is, however, the second type of personality, the cultivated man, corresponding to the type of authority in society which is sanctified by custom and tradition which is historically most characteristic of Oxford at least since the Reformation. An educational system of this kind is one designed to cultivate the pupil for the style of life of the dominant stratum of society, which means, in the case of Oxford up to the middle of the twentieth century, the amateur gentlemanly administrator of imperial Britain. And again, as Weber insists, the curriculum of such a system is derived from the cultural norms and standards of the dominant stratum.

So, given that the English aristocracy and gentry were as much at home in the saddle as at the desk, it is in no way surprising that the emphasis which developed in the eighteenth and nineteenth centuries in Oxford put great stress on character as well as brains, was suspicious of specialization, insisted that the table had to be provided as lavishly as the library; and gave social honour as much to the rowing coach as to the professor. These sentiments have had to come to terms with meritocratic specialization in our own day. But the cultivated man remains an ideal, and the college, as distinct from the university, has been his refuge.

Yet the third type—the expert—is also, and necessarily, a presence in Oxford as on any campus with aspirations to international prestige. His power and influence corresponds to the rational and bureaucratic forms of authority typical of advanced industrial societies and of which the special expertise of scientists and professional men are a good example. The professional chair or the readership gives the expert an honoured place in the university. His place in the college has been much more problematic.

In short, then, all three social types are to be found in the quadrangles, laboratories, and lecture halls of Oxford, and all three forms of authority—charismatic, traditional, and rational—exist to support them. All three cooperate and compete to form a unified, but many-faceted, whole. In reality there are no pure types either of personality or organization. Both people and principles contend for power at every point.

Where, then, does power lie in Oxford? It is in the hands of the dons. It is the dons who elect the president of the American University. The office is largely ceremonial. Until the 1960s it rotated around the heads of colleges, each Bursar taking a two-year turn. Frankly, these four types of

part of a plan to give central direction to the collegiate university, strengthening its foreign relations while a proposed Council of Colleges and a streamlined university administration would ensure internal integration. But the dons eschewed this centripetal proposal. They reduced the concept to a conference—which is the constitutional equivalent of the League of the Iroquois which was a response by North American Indians to the White Peril but would not bind its member tribes by collective decision.

Is, then, effective power in the hands of the full-time university administrative officers headed by the registrar and the secretary of faculties? Certainly not. These officials have no formal power at all. They are concerned, and conscious of themselves, in classical civil service terms—serving, that is, the elected dons in their several offices as Whitehall civil servants serve their ministers.

Are, then, the heads of houses the power elite? Again we must say no. Colleges are run by their governing bodies, constituted by the fellows, each of whom has a vote. The head of house is elected by the fellows and controlled by them. He, or she, cannot hold a university teaching post, though he may have previously done so with distinction. Just as frequently, he will be a notable from the Civil Service or politics, or perhaps the vice-chancellor of another university. He is most unlikely to be a currently charismatic or expert leader in the teaching or research life of Oxford. If he comes from outside he may become an important lay influence on council; but that can only be by competitive election by the dons ensemble—Congregation.

Must we, then, look to the professor? There are 120 in Oxford, elevated academics out of the 2,000 dons. Each and every one has a convinced, a pre-established electoral board that he or she possesses high distinction or exceptional promise. In the sciences especially they can have the considerable baronial power which is familiar on the academic campus. But in the arts and social studies they can be, and quite often are, nobodies. For their positions on faculty boards or on the Hebdomadal Council depend again on election.

If, then, election is the key, who are the dons who fill the administrative offices in the colleges and in the university? Let us note first that virtually everyone holds some office at some time. Roughly one-fifth, however, I would estimate, have short careers in this sense. Out of a determined monomania for teaching or for research, or because of idleness or incapacity, they will not be elected to chair a subcommittee, act as a faculty officer, or secretary to a sub-faculty or one of the hundreds of petty offices to be found in Oxford's ramified plurality of colleges and university institutions.

Sometimes expertise counts; an economist becomes investment bursar in his college, I became keeper of the gardens in mine. But what about the major university offices—the faculty chairman, the members of general board and council? Of course, being elected, these people have to secure

the confidence of their colleagues, and this guarantees in most cases a demonstrated competence. Are they charismatic, cultivated, or expert? Any of these three qualities enhances the probability of election, but none is essential. A chairman may be dull and reliable. He may be a militant philistine but prodigiously efficient. He may actually have come to hate his subject and the burden of tutorial teaching.

If we take one of the most influential positions in Oxford, the vice-chancellorship of the general board, at least one man answering each of these three descriptions has occupied the office in my time. Reflecting on the past ten incumbents, I would say that each one has been a formidable administrator. There has been no discernible pattern in terms of subject or formal academic rank. The last six have been a tutorial fellow in law, an engineer, a college tutor in languages, a university lecturer in chemistry, a college tutor in philosophy, and a university professor of physics. They all, however, have one further significant, if negative, characteristic in common. None have been strongly university as opposed to college men.

To repeat, they have all demonstrated exceptionally high administrative competence of the kind required to run a business with an annual turnover of £50m. Which tells us something about the attitudes of dons towards professional, as distinct from amateur, academic administrators. Because colleges are essentially academic producer-cooperatives; because Oxford is organized as an ancient syndicalist federation, and because its resources of old money and, more importantly, there is a constantly renewed stock of proven and willing administrative talent. The corollary is a persistent disbelief in the need or the justification for administrative staff other than those who serve the amateurs.

So, all obvious contenders dismissed, the key to understanding internal power in Oxford is to recognize that this pluralistic assembly of scholars is organized essentially along syndicalist lines. In simple constitutional terms, the Hebdomadal Council, or the general board may propose, but the dons of the assembly do dispose. It can, and does, say *non placet* to the wishes of those it has elected to the formal heights of university authority. The central university bodies may thus justify its failure to be described as the "executive committee of the collegiate class". The public life of Oxford is quietly led and controlled by the private life of its colleges.

But is this position stable? Certainly the idea of the college has a firm grip on the minds of the three estates of the academy—the junior members, the senior members, and the old members. And the first two estates can appeal to a powerful social source of moral authority—merit. Student selection has moved far and fast towards a level meritocracy since Franks, and Dowd will propel it still further. And Franks' Kin and the Thirty-Nine Articles are long gone from the Senate Common Rooms. On the other hand, meritocracy is by no means complete. A new age of college elections with respect to educationally disadvantaged groups—comprehensive pupils, women, blacks. And a new age of research technology questions college efficiency.

In any case meritocracy is by itself not enough. Old members are also crucial in maintaining powerful external connections. Over the centuries the elitist democracy of the dons has fought off or escaped control from without from popes and prime ministers, bishops and bureaucrats, kings and capitalists. Today the colleges are threatened most by the state and the threat, left or right, is real, despite the fact that eight of the nine prime ministers have been students or fellows of Oxford colleges. (The other was Churchill who went straight from Harrow to Sandhurst.)

So the questions remain. Twenty years after Franks the collegiate university still commands interests. But the world is now more competitive and the college is challenged from inside and outside Oxford. Will commensality survive, and if so, what further modifications will it evolve in the process? And, finally, if not, what kind of Oxford could be envisaged for the twenty-first century?

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Making friends and translations

Is literary translation a creative collaboration between author and translator? Michael Hamburger recalls associations and friendships with authors whose work he has translated over the years

Though I have no doubts at all about my indebtedness to the poets I have translated over the decades, it is as hard for me to unravel the threads as it would be to weigh up the influence on me of this or that book I have read, this or that person I have known, this or that place I have lived or stayed in, this or that job I have done. However close and intense a translator's engagement with the work translated, it is an engagement with a text, not with the personality of its author outside that text.

More than 40 years ago, I began by translating writers by writers who died before I was born—Goethe, Hölderlin, Beethoven, Baudelaire, Rilke and Trakl among others, but also odd poems going back to medieval times. My concern with those writers as a translator did not differ essentially from my later concern with contemporaries, regardless of whether the contemporaries were also personal friends.

If the personal friends among them died—and many of them have died—I survived to translate their work, it was not to photographs or letters that I turned in the first place to maintain my relations with them, but to their published writings. I should not have thought them worth translating if I valued most in those friends had not been there, in their work, just as it was in the work of writers who died centuries before I was born.

All this should go without saying, but perhaps it has to be said again and again. There was a time when "immortality" was the word that artists used to denote the urge that made them produce their work, not always distinguishing between an ambition to perpetuate oneself and the durability of work that could be anonymous. This word is too big for us now, and has become indecent when the physical survival of any work of art has become as uncertain as that of its potential recipients; but whatever we call it, the urge to self remains another hand on the act of writing anything more for its own sake than for a specific purpose.

If imaginative writing is an escape, it is an escape from time and fortuitousness—the time and fortuitousness which personal relations are subject. But for that urge, present even in the letters of Beethoven I translated, though these were not written for publication and came out of his struggle with, fortuitousness, very few of the writers I translated would have had more reason to persist in their work than I had to persist in translating it.

Yet it was during that early phase that I identified most closely with the persons of the authors translated, as if I were their friend and champion, whom they admire; and on the whole it is better, for them if the heroes and the father (or mother) figures they choose are dead, because then they are less likely to be disillusioned or let down. The self-identification is brought home to me by poems I wrote about four of the six figures named "persona" poems or tributes. I could not have written without a degree of self-identification, much higher than that required for the essays, book reviews or introductions I also wrote, or even for the dedication of poems in later years to living poets. I have translated Hölderlin, the subject or victim of my first book of translations, published in 1945, not only continued to engage me as a translator over the decades, so that I could not but substantially add to my poems for later editions up to the

present day of 1980, but has remained a poetic touchstone for me ever since. Unlike that of some of my other early heroes, his work was not affected by changes in my tastes and predilections, or by the loss of my capacity and need to identify with the persons outside the text, till the attraction of opposites or "the fascination of what's difficult" could become a more compelling incentive to translate.

No poet whom I've known personally has meant more to me, as a poet, than Hölderlin, for so long a time. Yet to say that his work "influenced" me would only create misunderstandings, when the only thing a twentieth century poet can take over from Hölderlin is a dynamic peculiar to him, a way of breathing. This has also passed into the work of more than one of the later poets, German and French, I have translated, from Rilke and Trakl to Huchel, Celan and Jaccottet.

Only one of the poets I began to translate in his lifetime, Paul Celan, matched the difficulty of Hölderlin's texts; and personal relations with him matched the difficulty of translating his poems. So it could well be that the most constant of my allegiances as a translator would have been thwarted or disrupted if Hölderlin had been not a contemporary of Wordsworth, but a living coeval; if my relations with him, that is, had been less one-sided, and he had been able to answer back, as Paul Celan could and did.

My involvement as a translator with living writers—other than one or two I had translated only out of friendship, the worst of motives for them and for me—began in the second decade of my working life, in the early 1950s. Four years of military service had given me glimpses at least of the backgrounds and experiences behind the work of some of them, as well as a chance to pick up the rudimentary Italian on which I drew much later both for *The Truth of Poetry* and for translations of poems by Franco Fortini.

Personal relations . . . were governed more by chance than by choice

As the academic I became in 1952, I had to restrict myself to German writers who were not contemporary, but as the critic and translator I remained, I could range more freely. Yet personal relations, if any, with the living authors I began to translate at that period were governed more by chance than by choice.

In the early 1950s, for instance, I translated two books by René Char, at the request of his friend and champion, Princess Marguerite Caetani. To this day I have never exchanged one spoken word with her, for reasons to do not with him but with Marguerite Caetani who took offence at a remark in a letter of mine about the tendency of surrealist effects to strike English readers as funny, based on my experience of reading some of my Char translations to friends—these translations, previously welcomed and approved, fell under an interdiction.

One appeared only in a tiny ephemeral magazine; the other has been completely lost in typescripts never returned to me. That was an instance of the over the fortuitousness of personal relations.



Michael Hamburger (left) with the poet and novelist Gunter Grass (centre) and a friend.

my wife—not a professional trip—I early and relatively transparent poems of his. Subsequent meeting in London and Paris were far too brief to permit the kind of collaboration that was called for in his case, and only in his case, because many of his poems were not translatable without special knowledge that he could have provided.

Friendly as all our meetings were, Celan never wholly recovered from the effects of the racial persecution under Nazism that had orphaned him and threatened his life during the war, and indirectly his irrational suspicions became another obstacle to that kind of collaboration.

On one of his visits to me in London he was obsessed by a review of his poems that had appeared anonymously in *The TLS*. He would not believe that I had not written that review, which had treated him as the "hermetic" poet he did not wish to be, and essentially was not. To that unfounded suspicion of his I owe a significant inscription in one of his books and the only textual explanation—also to do with *The TLS* review—that I was able to use in my later translations.

At the University of Heidelberg, during the same visit, I was introduced to a poet of whom I had never heard, Ernst Meister, older than me as Eich was, but apparently there as a student. He gave me an early collection of his poems, just published by a small press, and I was sufficiently impressed both by him and by the poems never to forget that meeting, though not to translate any of those relatively early poems or keep in touch with Meister and his publications.

Some 20 years were to pass before I discovered his later work and came to see it as among the best German poetry written in those decades, in a way altogether at odds with dominant trends and in Hölderlin's line of succession. By that time I was committed to the work of other poets as a translator and was grappling with the work of one of them even more demanding and idiosyncratic, Paul Celan.

I exchanged one letter with Meister before his death and translated a handful of his poems for my anthology *German Poetry 1910-1975*, but could do no more. Meanwhile a younger translator, Richard Dove, had applied himself to the intensive translation Meister's work deserves.

A more bizarre connotation of circumstances led to my first contact with Celan's work. In the late 1940s, before Celan became known in Germany, I used to visit an old Austrian man, Felix Braun, then living as a refugee in London. My mother, who was doing social work for the Society of Friends, had drawn my attention to him.

On one of these visits Felix Braun showed me a batch of poems in typescript sent to him by some young poet in Austria, and wondered whether I could make more of these hard poems than he could. If I had had time to more than glance at them, I would have been struck by the words of foreign derivation, far removed from general usage.

My commitment to Paul Celan remains a commitment to his difficulties, textual and otherwise. Whether I can add to the hundred or so poems of his I have been able to translate, does not depend on the commitment alone, but on time, fortuitousness and the demands of my own writing.

Translation is the closest of engagements with other writers

I think it was at this meeting, too, that Celan told me he had authorized another person to translate his poems into English. Though by the time, the late 1960s, I was ready to take on the demanding task, within the limits of a comprehension that came to me only gradually, poem by poem, with every rereading of his work, the prohibition at which he had hinted prevented me from doing so until after his suicide in 1970.

After his death, the difficulty of translating Celan's poems became very much like that of translating Hölderlin's. Since I could not refer his multiple suspensions of meaning to him, I became dependent to some extent on scholarly interpretations of his texts; but not only do these contradict one another, as in the case of Hölderlin also, but the critical edition of his work that might have provided a reliable apparatus has not yet materialized.

Such an apparatus would have to connect Celan's reading of the most diverse literature—from mystical theology and folklore to crystallography and nuclear physics—with biographical minutiae, because Celan was in the habit of investing things seen and heard with a significance peculiar to his general concerns, just as he used words drawn from technical terminology in a sense not confined to their function in these specializations. It is hard enough to catch all these ambiguities, very much harder, if not impossible, to render them in English, where the technical terms tend to be words of foreign derivation, far removed from general usage.

My commitment to Paul Celan remains a commitment to his difficulties, textual and otherwise. Whether I can add to the hundred or so poems of his I have been able to translate, does not depend on the commitment alone, but on time, fortuitousness and the demands of my own writing.

his French translators—was not needed with other German poets who were also my friends, though I have received one or two valuable corrections from Gunter Grass and Hans Magnus Enzensberger.

Such collaboration, of course, also depends on the author's capacity to read and understand the translations; and Celan's French was very much better than his English, though he translated quite a number of English poems. Enzensberger, on the other hand, has become so fluent in English that he was able to translate his own long poem, *The Sinking of the Titanic*, with no more help than a few comments from me, scarcely amounting to corrections.

Some of the poets I have translated have been a kin to me in temperament, however different their backgrounds and immediate preoccupations; others have challenged me just because they were good at doing things I had never tried to do. Again I can't be sure whether I owe more to those to whom I was bound by affinity or to those, like Brecht or Enzensberger, to whom I was drawn by the attraction of opposites.

Since translation is the closest of possible engagements with the work of other writers, I can only assume that it must have some effect on the sensibility, awareness and resources of any poet who has translated as much and variously as I have. This effect could well amount to the danger of losing oneself and there are critics who have thought it shocking or incredible that one man could translate all the poets represented in my bilingual anthologies. Those, admittedly, were special and exceptional undertakings, the kind of project to which one whole I was not committed in the way I have been to the work of a select few.

If I have any qualms about the translating I have done, they are not about the diversity, but about the sheer amount of time and concentration the work has demanded. A diversity no less extreme can be contained within the work of a single writer, as it was in the case of Goethe or Hölderlin, among writers I have translated; and I have always been fascinated by such bridging of seeming incompatibilities.

Nor can I be sure that I should have written more poems of my own if I had. More often than not I have translated what I chose to translate when I chose to translate it, and stopped when a poem of my own was urgent enough to take precedence. On the whole, I have more cause to regret the unnecessary poems I have written than those I was prevented from writing by external pressures—or by the mental exhaustion that can come of prolonged and difficult translating work.

Though I have kept my translating as separate as I could from my own writing and from considerations of friendship, there may be more links between all three, confusions and conjunctions, than I am aware. The dedications I have mentioned, my poem about a visit to Peter Huchel at Staufen in Southern Germany, a Beethoven monologue, a concealed elegy for Paul Celan in my sequence *Travelling*, one or two translated lines of Hölderlin incorporated into poems of mine, are a few connections that occur to me. Such meetings in poems and translations have proved more reliable than any other kind, because less dependent on circumstance.

The author's Collected Poems will be published this year by Carcanet New Press.

BOOKS

Policy continued by other means

by Hew Strachan

Clausewitz: philosopher of war
by Raymond Aron
translated by Christine Booker and Norman Stone
Routledge & Kegan Paul, £15.95
ISBN 0 7100 9009 9

It is said that Carl von Clausewitz's *On War* is often quoted, but rarely read. In Britain (at least until the last ten years), not even the first half of that observation has been particularly true.

For far too long, Clausewitz has laboured under the accusation of obscurity. When he died of cholera in 1831, he had not yet completed the revision which would incorporate *On War*'s leading idea – the relationship of war to politics. Thus his text was unfinished, and at points apparently contradictory. For soldiers there was an additional problem. Hoping for a manual of military instruction they found instead a philosophical and historical discourse. Either they retired baffled, or they read the book selectively. Both reactions had the effect of further confusing what Clausewitz was trying to say. In addition, English-speakers were not helped by the bulk (three volumes) and inadequacy of J. J. Graham's translation, which remained in print for well over a century. Casting around for help with the desperation of shipwrecked and floundering mariners, they seized on the apparent simplifications contained in Basil Liddell Hart's *The Chief of Napoleon* or, later, Anatol Rapoport's highly (and misleadingly) selective Penguin edition. If these works represented smoke on the horizon, they flattered to deceive.

But then at last, in 1976, came rescue. The two outstanding military historians of our generation, Michael Howard and Peter Paret, translated *On War*. They rendered it approachable and comprehensible, and Paret provided the historical background in *Clausewitz and the State*. Moreover, in France, that polymath extraordinaire, the late Raymond Aron, devoted two volumes of a book entitled *Penser la Guerre* to a criticism of the text and of its subsequent interpretation. It is this work which now appears as *Clausewitz: philosopher of war*.

In these circumstances, it is perhaps inevitable that Aron's book should be considered in conjunction with those of Howard and Paret. However, Aron's primary concerns are those of the political scientist, the student of international relations in the twentieth century. His work is therefore complementary to that of Paret: Paret wrote as a historian of ideas, and was above all concerned with Clausewitz's own reaction to history and with the way in which Clausewitz used history as the basis from which to develop his theories. Aron sees Clausewitz in the light of posterity (indeed half Aron's book is devoted to subsequent inter-



Raymond Aron

pretations or – more often – misinterpretations of *On War*). His somewhat tendentious justification for this approach is that, since Clausewitz did not publish while he was alive, he was clearly aiming his work at later generations. Moreover, subsequent events – and Aron is liberal in his use of hindsight – have made evident passages that seemed insignificant or obscure in the early nineteenth century.

Both Aron and Paret agree that Clausewitz began to develop his leading ideas from 1804, and that much of the rest of his life was devoted to their refinement. However, not until 1827 did Clausewitz settle on an overall organization for the book. His major element was of course the idea (Aron calls it the "formula") that "war is the continuation of policy by other means". Although Clausewitz had recognized the importance of political considerations since 1804, he had tended to see them only as the object of war. After 1827 they also became the object in war; in other words politics permeated war at every level, and became a unifying concept for *On War*. As important for Aron as the "formula" is Clausewitz's "trinity".

War consists of three elements – its basic violence, associated with popular passions; the play of probability and of chance, which fall within the general's purview; and the political direction of the government. All wars contain this range, from emotion to rationality; in varying degrees. The "formula" and the "trinity" provided Clausewitz with a unifying concept of war, a level of abstraction and of historical relativism which had eluded him until 1827.

The problem which confronts the critic is that Clausewitz revised only books I and VIII of *On War* in the light of the "formula", and only chapter one of book I in the light of the "trinity". Aron's purpose, in the first half of his book, is to extend the thinking behind the "formula" and the "trinity" into the rest of *On War*. He is therefore not simply taking the ideas of Paret and Michael Howard (and, as it might have been, Paret and Michael Howard have done), but as it might have been. In particular, Aron wishes to jettison the notion of "absolute war". "Absolute war" was an ideal concept: since war was an act of violence, there was no logical limit in the application of force in war. The vocabulary which Clausewitz used to describe the killing and blood-letting that lie at war's heart go

far to explain why he has been associated with the worst excesses of Prussian militarism. But "absolute war" was also a definition of war in terms of its means (the unrestricted use of violence) rather than its ends. In practice many belligerents seem perfectly satisfied to fight at lower levels. Clausewitz after 1827 named two possible political objectives in war – a knockout blow or a negotiated settlement. Therefore, the idea of "absolute war" does not provide a historically comprehensive model for war in the way that the "formula" does.

Moreover, Aron argues, a policy of annihilation in war is fundamentally incompatible with a war fought for political ends. To take *On War* at face value, and to suggest that Clausewitz saw an implicit drift up the scale to "absolute" (or even total) war, is – in Aron's view – completely to misinterpret Clausewitz's final intentions. Instead Aron's Clausewitz accepted the European state system, with its balance of power, its possibility of moderation in warfare, and with peace as war's political objective. The spirit he breathed was as much that of eighteenth-century rationalism as of Romanticism. It is perhaps significant

that Aron devotes considerable attention to Clausewitz's use of law, and that he translates *das Gesetz* (from book III, chapter nine) as "dictates the law", whereas Howard and Paret opt for "imposes his will".

Aron therefore defends Clausewitz against those who argue that the German accepted war as endemic in international relations and that he never defined what he meant by politics. However, it is hard to avoid the feeling that Aron – like others – is using Clausewitz as a vehicle for his own preoccupations in the contemporary world. Nuclear deterrence is, in Aron's eyes, both defensive and offensive, and puts the weight on the third element in Clausewitz's "trinity", political understanding. The evidence for so pacific a view of Clausewitz is built round an extrapolation of what book VI would have been if the revisions of 1827–30 had been incorporated. Book VI has long presented Clausewitz's military followers with problems. Elsewhere he insists on the importance of battle and the need for the general to follow the impulse to join battle. In book VI Clausewitz argues that the defensive is a stronger form of war than the offensive. Its military aim, however, is negative – hence the soldiers' difficulty. Many earlier critics, particularly before 1914, preferred simply to forget book VI. For Aron, book VI is vital, and its central theme – reworked in the light of the "formula" and the "trinity" – becomes conflict resolution.

The texture of Aron's book is rich: it is multi-layered and highly complex. It makes great demands of the reader – assuming not least that he has a good working knowledge of *On War*. Moreover, the effect of the translation is to increase – not diminish – the difficulty. On the whole, this is not the fault of Christine Booker and Norman Stone, whose text reads well. In particular, they capture those marvelously epigrammatic and witty sentences, which suddenly illuminate Aron's prose. But at one or two points a choice of words creates difficulty for the specialist. *la petite guerre* becomes either small-scale war or guerrilla war, but not petty war; "the high point of victory" would be more familiar as the "culminating point". Indeed the translations from Clausewitz himself seem to be from the French or German, rather than direct from the original. They have none of the clarity or directness of Howard's and Paret's, and their meanings differ at a number of points.

But the main problems originate with the publisher, who have compressed the two French volumes into one English. Thus we have an allusion to a first volume that is not there. The references, the notes, and the bibliography have all gone. Unless the sources for quotations are cited in the main body of the text, they cannot be checked without looking at the French original. Even when references to *On War* do appear, they are frequently wrong. Other authors are referred to without introduction and without any indication as to the title of the work under discussion. The text itself has been cut and altered, at times in such a way as to destroy the meaning. A good example of the absurdity that follows is a quotation from Liddell Hart's book on the German generals, *The Other Side of the Hill*. The translation does not name the book and spurns the original. It cites Liddell Hart without revealing that he was quoting von Kleist. Thus references to German practices are referred to Britain, even to the point where *école de guerre* is translated as Sandhurst. The actual quotation itself runs thirteen lines beyond its apparent close within inverted commas.

Aron's book is essential reading on Clausewitz. However, even in French, it made great demands of its reader. In translation, those demands are often diminished, but they are in no way different, but they are in no way diminished. The uninformed reader – Howard and Paret who have done so much to bring *On War* before approaching Clausewitz: philosopher of war.

David J. Levy

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BOOKS

Eastern promise

Appointment in Japan: memories of sixty years
by G. C. Allen
Athlone Press, £12.50
ISBN 0 485 11237 X

Those who are curious about Japan will find, in this disarmingly casual record of periodic visits, a vivid account of the transformations in Japanese ways of life and thought over a span of six decades.

George Allen's expertise as an economist straddled two cultures. He did important work on British nineteenth-century economic history and was an authority on British industrial structure. He made contributions to the theory of industrial competition and the theory of the Monopolies Commission, to competition policy. But he was equally well known for his series of authoritative analyses of the Japanese economy, beginning with *Modern Japan and its Problems* in the 1920s and continuing at intervals of about a decade. His last book, *The Japanese Economy*, and a monograph casting a sceptical analytic eye on British complaints about Japan's non-tariff barriers, were both published in 1981, a year before he died.

His acquaintance with Japan began in 1922 when he arrived in Nagoya, a boomed 22-year-old, to become a teacher of economics at the Commercial High School – now the economics department of Nagoya's National University. He records how on the boat, he had been "amused when a kindly academic, who evidently assumed that I was probably equipped with all the prejudices of the typical Englishman in foreign parts, went out of his way to console me, as we sailed from port to port, of the common humanity of the island peddler, the Malay dockworker, the Chinese rickshaw coolie and the English school master". Amused, not contemptuous or resentful. It was this ability to be mildly amused while warmly conscious of the humanity he had in common with the pompous, or simple-minded, or unfortunate, or simply odd people he met which made him such a sharp observer of the Japan he found in 1920s Nagoya. He was clearly delighted, for example, with his housekeeper's mixture of wisdom and silliness, of deference and calm imperiousness. She explained how much better Shinto was than foreign religions because there were so many gods each good for curing some illness or other. "I knew about the advantages of specialisation in economic affairs, but I had never before thought that the principle might be held to have an application in the sphere of theology."

Hindsight, of course, gives added pleasure – in, for instance, his story of the young Lancashire cotton merchant who confidently assumed that Japan's success in the world's cotton market was a temporary wartime phenomenon which the inherited skill and experience of the British would soon put straight again. The prevailing view among Nagoya's tiny foreign community was, indeed, that Japanese competence was limited. They were admittedly first-rate craftsmen when it came

to lacquer and carpentry, but hopeless as technicians, lacking in mechanical sense, brutal and clumsy in their treatment of delicate apparatus. Thus they were and always would be. Allen had good reasons for doubting this view. He had spent part of his post-graduate year at Birmingham reading the eighteenth-century archives of Boulton and Watt, full of complaints about the incompetence of suppliers and the clumsiness of the users of their steam engines.

That sense of perspective stood him in good stead as he observed Japan's accumulation of skills and technical knowledge at a rate far faster than Britain's slow two-century approach to technological competence. It helped, too, that he was one of those economists who believed that the ordinary man might sometimes know more about why he behaved the way he did than the economist drawing demand

Not like bananas

Dangerous Currents: the state of economics
by Lester C. Thurow
Oxford University Press, £12.50
ISBN 0 19771835

Lester Thurow's book is the first volume in the "Library of Political Economy", whose editorial board is dominated by a group of Oxford economists known for their pragmatic approach to economics. The library "has been established to provide widely based explanations of economic behaviour in contemporary society."

For whom? According to the publishers' blurb, Thurow's book "will interest any practising economist". But the author himself is clearly writing for that elusive body, the intelligent lay audience. The aim, then, is a worthy one, though notoriously difficult to achieve. Arguments must inevitably be simplified, so that the professional reader has constantly to suppress the urge to say "Yes, but..." when complications are ignored or evidence selectively offered. That said, Thurow has largely succeeded in presenting current debates in a comprehensible and lively way to non-economists.

The starting point is the recent conjunction of serious stagflation with the absence of any consensus among economists about how to cure it. Post-Keynesian analysis and policies appeared incapable of anticipating or curing the problems of the 1970s. Thurow argues that this left the field open for a return to a kind of economic fundamentalism in the form of simple supply and demand analysis, or what he calls throughout the "equilibrium price-auction model". But whereas this model may be relevant in the case of some commodities and financial assets, it is not the cases of other "markets" – especially not in the case of the labour market. The reason is not that most markets are characterized by market imperfections which can and should be removed, but they operate under constraints which cannot or should not be removed. Workers are inherently not like bananas or Treasury Bills and their behaviour cannot sensibly be analysed as if they were. The attempt to do so by the fundamentalists means, says Thurow, that

that he is not able to provide much in the way of firm and comprehensive answers. What he does do is provide, for second and third year undergraduate economists and for graduate students of management and industrial relations, a lively, informative, and balanced review of the contribution of economists to these matters.

The book begins by arguing that the conditions which characterize the real world labour market, such as bilateral monopoly (where a single buyer faces a single seller) and firms' internal labour markets, not only give unions discretion in setting pay, but are also significant in encouraging their formation. It goes on to explore union objectives and the processes by which these are formed. Subsequent chapters deal with the more notable differences in the organization and membership of unions in Britain and the USA, discuss bargaining strategies, and review in some detail what he calls the impact of unions on inflation, income distribution and efficiency. Finally there is an examination of government policy towards unions and a concluding chapter of general reflections.

Mayhew conveys the sense that unions are real world institutions

curiosity or wartime violence or aesthetic sensibility or the intelligent understanding of the nature of academic research with which Japanese businessmen respond to researchers.

Clearly he has a certain nostalgia for the more exotic simplicities of the 1920s. But on the whole he approves of the change despite the pollution and urban overcrowding and the uncertain temptations of arrogance in a nation of new-found power. If ever there was a man whose calm apprehension of his world was undisturbed by tensions in his relationship to it, it was George Allen, and we are lucky that his last years gave us this book to remember him by.

R. P. Dore
R. P. Dore is assistant director of the Technical Change Centre.

the equilibrium price-auction model "has become an ideology rather than a set of working hypotheses used to understand the behaviour of the economy found in the real world."

After an introductory chapter setting out the main characteristics of the equilibrium price-auction model, there is a rather discursive account of American economic policy over the last fifteen or so years. British readers may regret that the story is restricted to the experience of the United States, but there are sufficient broad parallels with the United Kingdom for this not to be a major drawback.

Chapter three deals with inflation, and here some confusions creep in. Thurow is avowedly sceptical about money supply control as a means of reducing the rate of inflation, yet claims that "monetarism redefines inflation as a 'sustained' increase in prices."

If the monetarists' semantic distinction is accepted, inflation is 'everywhere and always a monetary phenomenon' as the war cry of the monetarists claims. "This will be at the very least puzzling to the lay reader. "Keynesian" anti-inflation policies are defined as tax increases, "monetarist" ones as reductions in money supply growth, with no discussion of the links

Union impact

Trade Unions and the Labour Market
by Ken Mayhew
Martin Robertson, £16.95 and £6.50
ISBN 0 85520 628 4 and 629 3

In policy discussions over the last decade unions have been at or near the centre of the stage. Their behaviour and presumed effects have provoked governments into action designed to influence their conduct.

But what in fact is their influence on the economy? In these days of plunging union membership, of inescapable redundancies, and of longer-term seemingly immutable changes in industrial and occupational structure are unions prisoners of market forces? Or are they perhaps a cause of our present problems? Can they alter their market relative income position and can they influence the direction or pace of labour market changes? Ken Mayhew is concerned with questions such as these. It is entirely understandable

that he is not able to provide much in the way of firm and comprehensive answers. What he does do is provide, for second and third year undergraduate economists and for graduate students of management and industrial relations, a lively, informative, and balanced review of the contribution of economists to these matters.

The book begins by arguing that the conditions which characterize the real world labour market, such as bilateral monopoly (where a single buyer faces a single seller) and firms' internal labour markets, not only give unions discretion in setting pay, but are also significant in encouraging their formation. It goes on to explore union objectives and the processes by which these are formed. Subsequent chapters deal with the more notable differences in the organization and membership of unions in Britain and the USA, discuss bargaining strategies, and review in some detail what he calls the impact of unions on inflation, income distribution and efficiency. Finally there is an examination of government policy towards unions and a concluding chapter of general reflections.

Mayhew conveys the sense that unions are real world institutions

between the two (the very heart of our own dear medium-term financial strategy). The analysis of the Phillips Curve and the natural rate of unemployment is rather unclear; it is also cast in a closed-economy framework which has always been crucially misleading for the United Kingdom and is no longer a reasonable approximation for the United States.

The conclusion seems decidedly offbeat: in the price-auction world in which price changes always equilibrate markets, money is neutral; real output cannot diverge from its natural level for long; ergo, rational people shouldn't worry about inflation. Since they do, the price-auction model must be wrong.

Next comes a brief digression on econometrics. This is a brave attempt to give a non-technical account of the problems of data-mining, structural instability, identification and so on. Chapters five and six deal with supply-side economics and with rational expectations. Since both are based firmly on the validity of the equilibrium price-auction model, Thurow naturally finds little to be said for either.

Chapter seven, on the labour market, is the core of the book. Thurow here spells out at length (and to my

mind wholly convincingly) the differences between workers and bananas and between market imperfections and constraints. His conclusions are bleak. No one has an adequate theory of the determination of aggregate wage levels. For Keynesians, the level of (either nominal or real) wages is exogenous; monetarists have no model of the wage (as opposed to the price) level; labour economics deals with relative, not aggregate, wages. We need an entire reconstruction of labour market theory, which lies at the heart of macroeconomic analysis. The final chapter simply reiterates the author's scepticism about much of "conventional" economic theory.

The power of the belief that markets always clear by means of price (or wage) changes is very great – to the man in the street, to the letter-writer to *The Times* and, not least, to the sixth-form economist. Each of these would find plenty to think about in *Dangerous Currents*.

M. J. C. Surrey
M. J. C. Surrey is professor of economics at the University of Leeds.

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George Allen in 1922

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Barry Thomas

Barry Thomas is senior lecturer in economics at the University of Durham.

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Alan Cawson

Alan Cawson is lecturer in politics at the University of Sussex.

Power and ideology

Relationship over Needs
by Agnes Heller and Georg Markus
Blackwell, £22.50
ISBN 0 631 13184 1

Relationship over Needs is an invaluable contribution to our understanding of Soviet-type systems as they exist in the USSR and the satellite states of Eastern Europe. It is a work of relentless analysis and, by passion, written by three Hungarian socialists, who were once, as they put it, "Communist theoreticians", but now live and teach in Australia.

I know of no other book which so successfully provides an objective analysis of the operation of the system while conveying the sense of what it is like to live subject to it. Written as contrived as Milosz, Kolakowski and Solzhenitsyn have drawn our attention to the abuse of language in the West, any illusions about Eastern Europe

empire of lies which is the common lot of the independent mind under what communist ideologists call "existing" or "developed socialism". Fehér, Heller and Markus, writing as socialist opponents of the system in place, confirm this impression of ideological imprisonment as "both a source and effect" of a party dictatorship which must pretend to be realizing the historical goals of socialism while being, in fact, the agent and emanation of an overwhelming military and political power.

Power and ideology are intimately connected in the East European systems. The ideology which legitimizes the power also makes certain that power remains in the service of political goals which prevent a freer type of society from emerging. The realization, in the wake of the invasion of Czechoslovakia, that the system exists for two reasons only – to serve the interests of those who rule in Moscow and to bring into being an unwelcome model of centralized control of every aspect of social and economic life, completed the disenchantment of Heller and her colleagues. In part, they have written their book to disabuse their fellow socialists in the West of any illusions about Eastern Europe

which they still retain. One can only hope they succeed.

Dictatorship over Needs is divided into three parts, for each of which one of the authors was primarily responsible. Markus deals with the economic and social structure of the societies and the inadequacies of the theories by which others on the left have sought to explain them. Agnes Heller contributes a devastating examination of "Political Domination and its Consequences", including the all important question of the role of ideology, which is both unbelievable and irrefutable. While Fehér has the task of explaining the nature of the conflicts engendered by the system, and also why it exists not in socialism.

The picture that emerges is of a historically unique type of polity: the apparent irrationality of its economic organization, in which, for example, investment is consistently channelled toward the least productive enterprises – except in the manufacture of armaments – is shown to be the result of the political and ideological requirement that the activities of civil society be subjected to state control. The sudden breakdown of order to which the satellite states are subject and the apparent ease with which it is restored

are explained in terms not only of the ever presence of the USSR as its ultimate guarantor, but of the extraordinary diversity of interest groups united only in their detestation of the status quo. The ubiquity of corruption is treated, in a challenging way, as a functional necessity of an otherwise unworkable system of central planning and direction. Corruption, in the form of a network of mutually beneficial private deals among bureaucrats, managers and skilled manual labourers, produces a phenomenon akin to the "black economy" in the West, but, unlike its western equivalent, the Soviet black economy is necessary. If the official economy is to work at all, it is a book rich in ideas. It could fuel debate about the Soviet system for years to come. It is important that it should, for in a world where the Soviet Union is such a dominant presence we can neither afford to be ignorant of its nature nor to entertain illusory expectations for its future development.

David J. Levy

David J. Levy is lecturer in sociology at Middlesex Polytechnic.

Dr Strachan is a fellow of Corpus Christi, Cambridge.

Fuel poverty

Energy and Social Policy
edited by Jonathan Bradshaw and Toby Harris
Routledge & Kegan Paul, £6.95
ISBN 0 7100 9503 1

Since the end of the era of cheap energy some ten years ago a number of interrelated social policy issues – including those on fuel allowances, hypothermia, disconnection codes of practice, and energy conservation – have become increasingly urgent. This book performs a very useful task in bringing this material together, and will earn a place on the undergraduate reading list. Much of the research on which the contributions are based has been published before, but not always in a

readily accessible form. There are thus few surprises, but the wealth of information, especially on who are the victims of "energy poverty", is revealing and shows how governments concerned with achieving energy conservation largely through pricing policy has exacerbated the difficulties of the poor. Energy consumption is governed by many factors other than price – size of household and efficiency of heating system, for example – so that a price-based policy produces numerous "disbenefits" which provide the justification for intervention through social policies.

The book is divided into sections on "problems" and "policies" which is analytically convenient, but which does lead to some repetition between chapters in the two parts. Toby Harris deftly analyses the economics of energy prices in terms readily accessible to non-specialists. Sandra Hutton's chapter on fuel expenditure, based on the Family Expenditure Survey data, has important implications for policy, for it

reveals the importance of size of household, size of house and type of heating system in explaining variations in how much is spent on fuel. Tenure, class, region and, surprisingly, income differences do not appear to explain very much.

Gillian Parker's short chapter on debt is useful but overlaps significantly with the following chapter on disconnection by Richard Berthoud, and might profitably have been combined with it. Berthoud's data come from his Policy Studies Institute survey of the operation of the codes of practice of the fuel industries, and his unexpected finding that there is little evidence to link high overall fuel expenditure with debt and disconnection is defended against the critics of the official survey. The underlying issue is poverty, but there are sharp variations among the poor. The largest group – the pensioners – have very low rates of indebtedness and disconnection, which Berthoud attributes largely to their attitudes to debt. This finding provides

the obvious link with the next chapter on hypothermia in which Malcolm Wicks draws on the findings of his earlier study *Old and Cold*.

The second part on "policies" includes chapters by To Hui-fung, fuel allowances, Richard Berthoud on preventing debt and disconnection, Jonathan Bradshaw and Sandra Hutton on whether changes in fuel tariffs would ease some of the problems of fuel poverty, and finally Frances Williams on insulation and energy conservation. The case is made from evidence cited earlier on groups at risk for a "targeted" flat-rate fuel allowance on bills. Codes of practice have helped and could be further improved, and some advantages could accrue from "tariff jitting". But the major long-term policy emphasis argued for in this book concerns insulation, and conservation measures which demand a much more radical and comprehensive policy package than anything we

BOOKS

Divisions in the House

The House of Commons 1660-1690, in three volumes
edited by Basil Duke Heanling
Secker & Warburg, £120.00
ISBN 0 436 19274 8

These volumes, the fifth set in the magisterial project for a history of the House of Commons from the fourteenth century to modern times, represent the fruits of English and American research over more than twenty years. Inspired by the approach of Sir Lewis Namier, the constituency surveys and biographies are intended to provide the "essential information" about the elections of and parts played by 2,040 members in the House of Commons between the Restoration and the Revolution.

There can be no satisfying everyone as to what constitutes the "essential" information, nor the particular needs of every individual scholar. There is an unevenness about the biographies not always explicable in terms of the survival of evidence; some important secondary books and especially these have not been used. But the labour in continental as well as English archives, the achievement in documenting positions held by the local interests and families, the parliamentary speeches and committee service of more than two thousand members is awe-inspiring. Thanks to these volumes, the difficulties of unravelling the various members of the Carey, Herbert, Montagu or Russell families recede; while some of the fuller entries (those for Robert Atkyns, Thomas Mers or Edward Seymour for example) approach full biographies of lesser known figures. Given the poverty of work on the localities, the surveys of the constituencies are not only an impressive testament to the pioneering research they required; they open up the subject.

It is the criteria and labels applied to the information which are disconcerting. The evaluation of parliamentary activity by the number of committees which a member attended is less than satisfactory - especially when, as the editors inform us, no allowance is made for absence on royal (or other) business. Labels such as "moderate", "active Parliamentarian", or "probable Presbyterian" are of little use unless clearly defined - and defined for each period to which they are applied. The problem is seriously exacerbated when the "probables" are omitted in calculations for the tables. Similarly the free use of terms such as "Opposition" or "Court" (at times capitalized into institutions) reveals a lack of caution concerning political taxonomy and at times a misleading oversimplification of the political scene.

By documenting their lives, the members of Parliament have shown the need to appreciate the individual complexities which defy easy categorizations. In so doing, these volumes point up the necessity and provide an opportunity for a re-evaluation, not only of parliaments and parties, but of the world of Restoration politics.

Kevin Sharpe

Kevin Sharpe is lecturer in history at the University of Southampton.

Opposition? There is little sense here of the world, recently described by John Miller, in which many individuals "made up their minds on each issue on its merits".

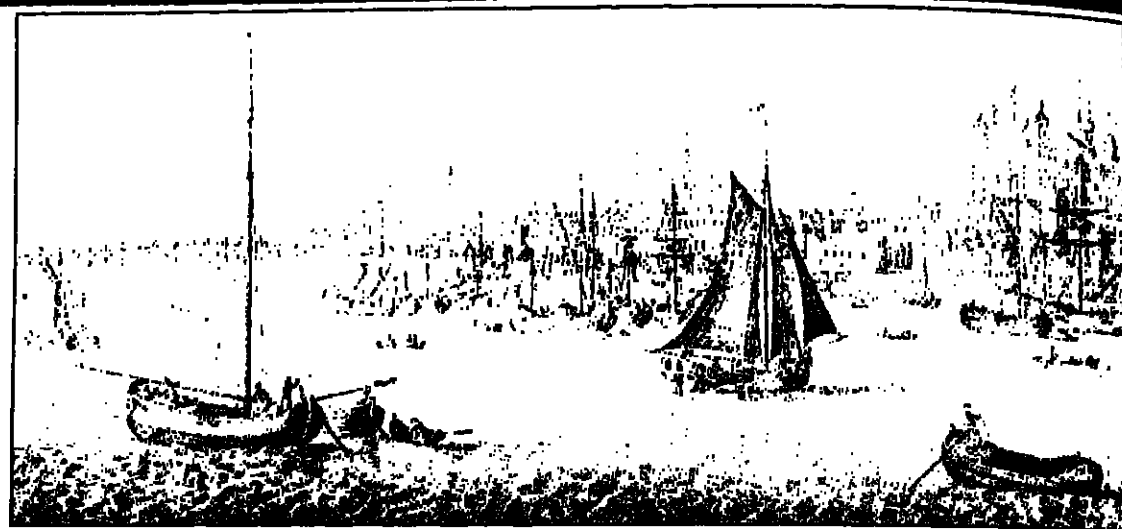
The suspicion of an old-fashioned approach to political history is confirmed by the introduction. Here again it is invaluable to learn that 66 per cent of MPs had attended an inn of Court or university, or that the Commons still contained relatively few merchants. The tables too demonstrate clearly the remarkable drift away from the committed support for the king between 1660 and 1679. The negative conclusions are no less interesting: the absence of any geographical dimension to political alignments might surprise those who have tried to discern them for the civil war; the discovery that "no political group did disproportionately well in any particular type of borough" should give rise to important reconsideration. For the most part, however, the preface does not raise the questions provoked by, and so fail to exhibit to best effect, the treasures of the material unearthed. Why did the period see a marked drop in the number of lawyers in the House? What attitudes to electoral contests (and to local politics) lay behind the praise of the Huntingdonshire freeholders (in 1679) as "true Englishmen" because they bore their own electoral expenses? Why in Lincolnshire (and not elsewhere?) did Lord Castleton's attempt to hold the balance between court and country appeal to the electorate?

It is unfortunate that the introduction does less than justice to the most valuable product of the whole endeavour: the elucidation of local and personal circumstances - of the influence of "non-political factors" on an MP's career. To learn that William Glyde, as mayor of Exeter, tolerated conveniences in order to secure the non-conformist vote, or that Walter Erle's preference for a land rate over an excise related to his desire to see his gentlemen neighbours sell out, is to begin to construct the wider political world in which parliaments and members of parliament must be placed. For in these volumes, as well as the (better known) men of party or principle, who feature on Shaftesbury's or court lists of supporters, we meet the "lay vicar of Bray", Sir Edward Ayscough, and MPs like Sir Robert Howard who shifted positions (a safer term than the editors' "sides") endlessly; who, even as a known supporter of the Deputies, donned indulgence was ordered to draw up an address against the suspending power; and who, while sitting among the opposition members, was listed as a supporter of the court. We encounter too the more typical but less prominent men for whom local concerns were always paramount, men like Sir John Holland who opposed a tax only because Norfolk was over-assessed.

By documenting their lives, the members of Parliament have shown the need to appreciate the individual complexities which defy easy categorizations. In so doing, these volumes point up the necessity and provide an opportunity for a re-evaluation, not only of parliaments and parties, but of the world of Restoration politics.

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An engraving by William Daniells, circa 1814, of the Port of London, showing the Custom House in the centre of the picture. Daniells completed a series of engravings for R. Ayton's eight-volume *Voyage Round Great Britain*, many of which are now reproduced in Gordon Jackson's book *The History and Archaeology of Ports* (World's Work, £12.95).

About towns

The Urban Experience, a Sourcebook: English, Scottish and Welsh towns 1450-1700

edited by R. C. Richardson and T. B. James
Manchester University Press, £19.50
ISBN 0 7190 0900 6

The Pursuit of Urban History
edited by Derek Fraser and Anthony Sutcliffe
Edward Arnold, £35.00
ISBN 0 7131 6383 6

Town, City and Nation: England 1850-1914
by P. J. Waller
Oxford University Press, £12.50 and £4.95

ISBN 0 19 219176 4 and 289163 4

The more urban history flourishes and proliferates, the less sure are its practitioners exactly what it is: a healthy sign for the vitality of the subject, but not so reassuring for those readers who like to know where they are. The present collection of books offers three different routes into the territory, suited to very different kinds of explorers.

There is, for example, the documents approach of *The Urban Experience*, which is a scrapbook of 173 extracts from documents illustrating anything, and almost everything, that happened in towns, from London to Perth, prostitutes in Glasgow to pigs in the streets of Maidstone, balliffs in High Wycombe to the contents of an inn at King's Lynn. The texts are all helpfully given in English, or sometimes in readily intelligible Scots, for we can all get the hang of "the balne quill was gotta betwix them in fornication, of befor"; and they are grouped in thematic sections in orderly fashion - sex, in case false impressions are formed, being but a small part of Law and Order, and of Social Life.

The set of texts will undoubtedly be useful in teaching, alongside the available studies of early modern towns, for graphic illustrative purposes. Taken by

themselves, however, the essentially or peculiarly urban nature of the experiences that are illustrated is not instantly apparent; for the activities of government, administration, law enforcement, poor relief, schooling, or recreation which are documented seem to take place in their own right, and only incidentally happen to have urban settings.

If the sourcebook is for teachers or those who fancy a casual dip into the brambles, the conference approach of *The Pursuit of Urban History* is very definitely for the well-informed student of the subject equipped to discern a picture of the state of the art out of the brightly coloured but often clashing pointillism of the strongly individualist contributions here arrayed. The editors give splendid guidance in this task in their excellent introduction, but even they are defeated by the iconoclasm of Professor Ray Pahl, the erstwhile urban sociologist, who announces that it is ludicrous to suggest that the town can be a social fact or that there is any such thing as an urban community which is worth investigating.

Undeterred, the other contributors to the Jim Dypis Memorial Conference, whose papers form the basis of this volume, gave a varied and at times dazzling display of the kind of things, theoretical, methodological, and empirical, which occupy the minds of urban historians. There is much to be learned here about city life, family life, housing, and the urban middle classes, as well as about the agonizing over the definition and scope of urban history, which much concerns scholars. If no clear consensus emerges, the very diversity of the contents of the volume expressed make it a statement of robust academic health that will be much appreciated by the specialists.

The single-handed approach by Dr Waller, in contrast, is aimed at the non-specialist who wishes to know what urban history can do to illuminate late nineteenth-century England. By the way of answer *Town, City, and Nation* offers the interesting, and in the end only partially successful, concept of an urbanized form of general social history. This is an ambitious and exciting undertaking which leads Dr Waller through London clubland, music halls,

and football crowds, as well as through the hierarchy of towns and their methods of government, in an instructive and well-signposted tour. The journey is taken in stages determined by the size and functions of different town types, looking in turn at London, the great cities and manufacturing towns, the new growths of resorts and suburbs, and the country towns. Within this familiar scheme of classification the emphasis is on variety and the difference between towns, on rivalries and emulation, on the diversity of activities in the economy of the most obvious candidates as single-industry towns.

This brings a welcome note of realism to the portrayal of towns, and blows away the old stereotype that industrial towns were all Coketowns, all repetitions of one another. The difficulty of insisting on the individuality of every town, however, is that London, given a chapter in a general history to give even a thumbnail sketch of any particular town. The result is that bits of information and characterisation of Liverpool, Manchester, Birmingham, or Sheffield, for example, are scattered about in the text, and unless the student has already got some grip on the nature and history of these places from other reading it would be difficult to grasp where precisely in economic or social structure, in cultural or political life, their individuality is supposed to lie. Even London, given a chapter to itself, is treated in a series of snapshots of its government and provisioning, its high life and its street life, its theatres and its slums, which evoke an impression of its complexity, immensity, and confusion but do not easily cohere into a clear picture of the metropolis and its growth.

Such points, however, leave the author's essential purpose completely unshaken, for that purpose is to convince the doubting that towns are interesting and worth studying, that it is mistaken to believe that "the Victorian town was an object of indifference at best, of hatred and loathing at worst." If there still are such people, outside Oxford, who need convincing of these things this book, with its pleasingly allusive and civilized style, will assuredly convince them that serious, interesting, enlightening, and entertaining things went on in Victorian towns. In demonstrating this much of the act is taken up with scenes from labour and trade union history, discussion of unemployment and leisure, treatment of the structure of local government and central administration, and accounts of the agricultural depression. It is perfectly true that all of these were highly relevant to the shaping of urban communities, and the case of the country town a finely etched theme setting out the economic, social, and cultural links which bound country and town, agriculture and trade, into a single continuum is an excellent statement of this relevance.

The enterprise as a whole, however, needs a number of similar unifying themes to draw together all the separate pieces which remain only loosely articulated. Without them a brave effort at a difficult task leaves the impression that urban history is, after all, only another name for the somewhat idiosyncratic kind of social history.

F. M. L. Thompson

F. M. L. Thompson is director of the Institute of Historical Research in the University of London.

usefulness of this book as a guide to Irish Catholic functions and organizations remains. In one particular it is an especially valuable corrective to received opinion: it shows that the Catholic church of the nineteenth century disowned "the theory of a unique or lost Celtic spirituality." The church is much to be Roman and adapted to Irish needs of the time; there was none of the lingering Celtic culture about it that later nationalist writers always tended to assume.

Dr Keenan is also at his best in pointing to the world-wide influence of Irish Catholicism in the last century, as priests and people carried the faith to North America, South Africa and Australia. Maynooth became the centre of the English-speaking Catholic universe. It was a very extraordinary achievement, both of the Irish people and of their Catholic clergy. Dr Keenan's study helps us to understand the social bases of that strength.

E. R. Norman

E. R. Norman is dean of Peterhouse, Cambridge.

BOOKS

Finding confusion

Q. D. Leavis: Collected Essays
volume one: The Englishness of the English Novel
edited by G. Singh
Cambridge University Press, £25.00 and £8.95
ISBN 0 521 25417 5 and 27677 2

This is the first of three volumes which will collect Mrs Leavis's essays, and it is mainly devoted to English women novelists of the nineteenth century. It contains "a glance backward, 1965", which is a sort of *ex post facto* summary, together with six essays on Jane Austen, two on Charlotte Brontë, one on Emily Brontë, and one on George Eliot's *Silas Marner*, and a general essay on "the Englishness of the English novel". The original dates of publication range from 1941 to 1981 and the collection is wide-ranging also in its contents and critical aims.

The longest and most ambitious of the essays is entitled "A Critical Theory of Jane Austen's Writings". It appeared originally in the form of articles in *Scrutiny* in 1941-44, and it must confess that I had not re-read it for many years, having had the impression, based on Brian Southam's careful analysis of it in *Jane Austen's Literary Manuscripts* (1964), that its scholarship was too shaky for it to merit serious consideration. But now, having re-read both Mrs Leavis and Southam, I realize that this was an unfair judgment. Southam not only pays tribute to Mrs Leavis's critical insights, but concedes more plausibility to her views about the origins of *Mansfield Park* and *Emma* than I thought he had done.

All the same, I still think the critical insights are more worth having than the biographical speculations, such as Mrs Leavis's idea that *Mansfield Park* is a reworking of the unpublished novel *Lady Susan*, or that the character of Lady Susan is based on the novelist's sister-in-law, who also supplied the model for Mary Crawford in *Mansfield Park*. I agree that Mary Crawford is a puzzling character, and Mrs Leavis's explanation may be the correct one. But it does not help much to be told that Mary Crawford was based on Jane Austen's sister-in-law, about whom we know practically nothing. And if *Lady Susan* obviously referred to a painful family matter it is surely certain that Cassandra Austen would have destroyed it, as she destroyed so many of Jane's letters. Can Mrs Leavis really claim to have known better than Cassandra Austen? This is quite apart from the question of the dating of *Lady Susan* in 1797 or thereabouts, which Mrs Leavis's new requires, but which Southam thinks impossible late.

Mrs Leavis's reading of *Mansfield Park* has to be supported by many dubious assertions. She holds that *Mansfield* represents "right feeling". But what about *Lady Bertram*? A mere self-indulgence on Jane Austen's part, Mrs Leavis replies, not really consistent with the general significance of *Mansfield*. Maria and Julia? They are out of place at *Mansfield*; Mrs Leavis finds "confusion here". Surely there is only confusion if we insist that *Mansfield* represents "right feeling". Mrs Leavis finds a "dimmed and distanced effect" (not all readers would agree) in *Mansfield Park*, and ascribes this to her theory that it originated in a novel in letters. But according to Mrs Leavis so did *Pride and Prejudice*! Is the effect of that novel "dimmed and distanced"? At one point she seems to be saying that *Mansfield Park* was written rapidly, at another that its composition was laborious. She does eventually recognize the apparent inconsistency and attempts to resolve it, but in a manner I cannot understand.

Apart from these objections the tone of Mrs Leavis's discussion is somewhat over-assertive. There is more than one example of "as I have shown" when all she was entitled to say was "as I have said." The whole thing is highly speculative, and the assumption that we can infer Jane Austen's private opinions from the way she writes does not seem to me to be very defensible. Of course, both social and literary

She wrote scornfully of a novel by Egerton Brydges: "Never did a book carry more internal evidence of its author. Every sentence is completely Egerton's." So I have misgivings when Mrs Leavis tackles the problem of *Mansfield Park* in this way:

The unnatural censure, to be found only in the novel of Jane Austen, of her own standards of judgment, of her independence of outlook and her own instinctive values, is what the discerning reader finds intolerable. To deny his own light is the worst offence of which an artist can be guilty. But we can now understand how it came about . . .

And she then goes on to talk about the Comtesse de Feuillide. It all seems a very banal way of dealing with the work of a great artist. The late essays of Jane Austen, especially the introduction written for an edition of *Mansfield Park*, seem more critically mature, though they are less exciting than the "Theory", which must be granted to be a masterpiece of ingenuity. The trouble with Mrs Leavis's approach, as in her essay on *Wuthering Heights*, is that she will not take these novels as self-sufficient works of art containing in themselves the reasons why they are so and not otherwise. She makes her critical insights dependent on conjectural histories of their composition. Of course she has a right to do this, but it is inconsistent with the doctrine proclaimed over and

over again in *Scrutiny* by her husband, F. R. Leavis, that the important questions of interpretation and judgment must be answered from the texts.

Mrs Leavis's defence of her procedure seems to have been that she was intent on showing that Jane Austen was a serious and dedicated artist and not an instinctive, artless "genius". But Mary Lascelles had already shown this convincingly in *Jane Austen and her Art* (1939), unmentioned by Mrs Leavis, two years before the "Theory" began to appear in *Scrutiny*.

The essays on novels by two of the Brontë sisters also contain valuable criticism, but are also marred by critical injustices. Mrs Leavis attacks David Cecil, not for the only time, accusing him of showing "an inability to read, to see what is in fact staring one in the face". She declares, with his *Early Victorian Novelists* in mind, that "the Brontës were always been accepted as powerful and impressive it is not as works of art that they are commonly thought of, rather as artless concoctions of uncontrolled daydreams."

As far as *Jane Eyre* is concerned, at least, it would seem that Mrs Leavis at one time also thought this, to judge from her remarks on Charlotte Brontë in *Flower and the Reading Public*; and later in *Scrutiny* she was to say of a novelist of the 1930s: "She can write well, unlike poor Charlotte."

There is much to think about in the essays on *Wuthering Heights* and *Silas Marner*. I feel that Mrs Leavis was really more at home with George Eliot than with Emily Brontë. She plays down the element of mysticism in *Wuthering Heights* and tries to impose on the book the theme of a twentieth-century French novel which is essentially very different.

The closing essay is too full of interesting suggestions to summarize. I regret the title, "The Englishness of the English Novel", used by Professor Singh for the whole book; it is surely not for an English critic to pronounce on that. It would come much more appropriately from one of those great foreigners who have enriched English literature, such as Joseph Conrad or George Santayana. There are also too many sweeping dismissals of contemporary writers in this essay, hardly any of them substantiated. But the whole essay is notable for the wide range of authors that are discussed and generously reconsidered, in a very different spirit from that of *The Great Tradition*, for which Mrs Leavis claimed that she was largely responsible. My impression is that she became a better critic in her later years, and her foibles seem to matter less.

W. W. Robson

W. W. Robson is professor of English at the University of Edinburgh.

Poetic visions

The Continuing City: William Blake's Jerusalem
by Morton D. Paley
Oxford University Press, £30.00
ISBN 0 19 812803 7

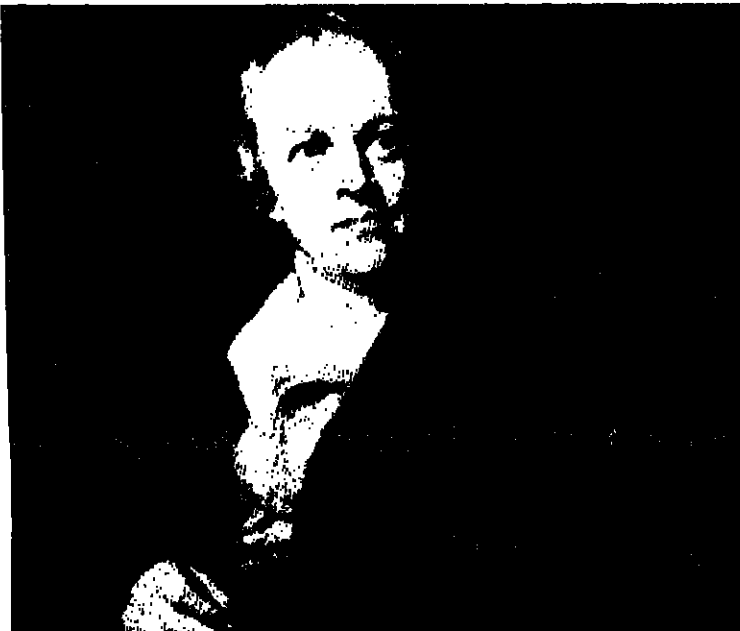
In a well-known essay, "Justifying One's Valuation of Blake", F. R. Leavis formulated one of his powerful and "definitive" judgments: that while Blake was a great writer of lyric poetry, the three larger epics were hopeless failures which could never reach a wide audience.

Since then that judgment has, in effect, been questioned by two full-length studies of *Jerusalem*, by Susan Fox and by John Howard, and one of *The Four Zoas* by B. Wilks and M. L. Johnson. Morton D. Paley offers an important reevaluation of *Jerusalem*, Blake's longest and most ambitious published work.

In doing so he raises, as he must, fundamental questions about Blake. How can we talk about the form of this apparently chaotic work? Does Blake's myth demand allegorical or symbolic interpretation? How do Blake's illustrations and, indeed, calligraphy relate to verbally created images? How far can Blake's apparently idiosyncratic method and form in *Jerusalem* be related to recognizable, and important, historical traditions?

The most original parts of Professor Paley's study focus on this final question of historical context. For most readers of *Jerusalem* the overwhelming description of the four-fold city of Golgotha in chapter one comes as a unique poetic vision. But, without denying any of Blake's originality or detracting from its power, Professor Paley sets this in the complex and rich context of seventeenth and eighteenth-century historical accounts of Solomon's Temple and prophetic visions of the New Jerusalem. He offers a detailed comparison between John Lightfoot's imaginative description of the Temple in *The Temple: Especially as it stood in the days of our Saviour* to show extraordinary similarities to Blake's vision, and quotes from unlikely figures like the architect Richard Vernon and John Wood of Bath to demonstrate how such "visions" were relevant to practicing architects. Although Professor Paley does not himself pursue the implications of this, such perspectives might make one reconsider the relationship between the historical and the visionary, or the material and the poetic in *Jerusalem*; and they give new weight to Blake's insistence that *Jerusalem* is, indeed, a "continuing city" endlessly to be built into the real world through imaginative vision.

Valuable also are two chapters on what Professor Paley sees as the twin central myths of the work: the myth of humanity whose fall originated in, and not, *Jane Austen* had written *Emma* of depravity, both social and literary.



Blake by Thomas Phillips, 1807

In terms of the poet's struggle to counter that fall by uniting with the female of himself, his own evil, and his imaginative power. What is paradoxical is significant here is the fact that Paley attempts to approach these aspects of the poem in terms of symbolic rather than allegorical display, but then tries to find patterns in the use of colours, concluding: "Interpretations according to which mutually exclusive meanings are seen as equally valid are not likely to be helpful. We should remember Blake's love of the 'contraries'." One might remember also Blake's taunting lines:

This corporeal life's a fiction
And is made up of contradiction.
This book draws upon a great deal of Blake scholarship and, within the terms of contemporary Blake criticism, it certainly has much to offer the general reader and the scholar alike.

But it is possible that only a much more radical approach to Blake's text, and to the reading experience, will recognize the full power and significance of *Jerusalem* and the other epics. It is perhaps significant that the only Blake criticism not mentioned here is the new post-structuralist work on Blake just beginning to appear in journals like *Glyph* and the *Oxford Literary Review*.

This criticism is emphasizing the infinite plurality of meanings in Blake's language, is questioning all attempts to limit its "referentiality" in terms of psychological, political, or transcendental reality, and is exploring Blake's questioning of fundamental modes of our apprehension, be they myths of the fall or creation, narrative, or sexual difference. Indeed, these great epics could play a central part in the development of such criticism, and in a profound revelation of the nature of literature itself.

In the book as a whole indeed there seems to be a tension between a speculative and questioning approach which responds positively to one of the most "de-centred" texts in English literature, and a descriptive, indeed

prescriptive, approach which wants to adjudicate between interpretations and to tie the text down to definable meanings. This is evident particularly in a chapter on the interpretation of *Jerusalem's* illustrations, which emphasizes to good effect the importance of Blake's colouring and calligraphy, but then tries to find patterns in the use of colours, concluding: "Interpretations according to which mutually exclusive meanings are seen as equally valid are not likely to be helpful. We should remember Blake's love of the 'contraries'." One might remember also Blake's taunting lines:

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Vague analogies

English Romanticism: the grounds of belief
by John Clubbe and Ernest J. Lovell, Jr
Macmillan, £20.00
ISBN 0 333 34905 9

John Clubbe and Ernest J. Lovell "argue for 'the fundamental coherence of the Romantic movement in England'." The Romantic imagination, they generalize, is ethical as well as creative; the Romantic poets seek above all in their work an "annihilation of self"; and these poets are all, generally, Christian.

As a readable compilation of Romantic statements of belief, this book is excellent. The authors devote a single chapter to each of the six great Romantic poets and quote extensively from their prose and poetry. Its references are wide-ranging, and they conform persuasively to the general argument put forward by the authors. Blake's gnomic utterances and Coleridge's transcendentalist theories come to seem ordered and sensible, while the key statements of Wordsworth, Shelley, Byron and Keats have a pleasingly familiar ring.

However, this simplistic method has its drawbacks. The "fundamental coherence" of Romanticism is emphasized by way of innumerable analogies between poets. Wordsworth is very often described as Blakean, for instance, and Keats as Wordsworthian. In a summarizing chapter on Coleridge, Wordsworth and Coleridge the authors state: "In the thinking of these three poets are polar opposites united and reconciled. Equally essential for the three is the union of intellect and passion or strong feeling." Analogies like these are both lousy and vague. There is no good reason why Shelley should not share this definition, or Keats. Elsewhere the authors tell us that Coleridge's "reconciliation of opposite or discordant qualities" is "not wholly distinct from Blake's 'contraries'." It would be more useful to know how it was or was not distinct. Such large-scale comparisons put themselves beyond refutation by being, in the end, non-committal.

The main similarities between these poets, however, are similarities of religious belief. Here the book is startlingly specific. "Blake, Wordsworth and Coleridge, however unorthodox, are deeply Christian." We are told that "one must always read Wordsworth with an awareness of his Anglican background"; "Shelley's thought . . . is basically Christian", while Byron's belief remains "ambiguous". But Keats "was knowledgeably Christian" for the reason that he was baptized in the Church of England, and on his deathbed his friend Joseph Severn read to him from Jeremy Taylor's *Holy Living and Holy Dying*. "This curiously missionary approach to the Romantic poets is grounded in the fact that they all read and admired the Bible and *Paradise Lost*. This is certainly true, and to insist on the importance of the myth of the Fall in Romantic literature is extremely valuable. But to level these poets' differing religious beliefs to a common term like 'Christian' is not helpful, and rudely goes against the spirit if not the letter of their heterodoxy.

It is a pity that Clubbe and Lovell do not engage in a closer discussion of the language of Christianity in Romantic poetry. Instead, they extrapolate statements of belief, and make them conform to a large generalization about Romanticism as a whole. As a generalization it is indisputable. But by the end of this book we have a sense that the grounds of Romantic belief shift as much as ever beneath our feet.

Angela Leighton

Angela Leighton is lecturer in English at the University of Hull.

Wordsworth

Routledge & Kegan Paul have just published at £2.95 a Commentary on Wordsworth's *Prelude Books I-V* by Ted Holt and John Giddens. The book guides the student through the text in continuous sequence, hoping to encourage appreciation of the work as a whole, rather than as "a long poem with good bits".

Frank Stack

Frank Stack is lecturer in English at the University of Southampton.

Irish clergy

The Catholic Church in Nineteenth-Century Ireland: a sociological study
by Desmond Keenan
CUI & Macmillan, £20.00
ISBN 0 7171 1195 2

There has long been a need for a general survey of the Irish Catholic Church of the last century which is not constructed around a political analysis. Valuable as are those studies which show the importance of the church to political development or national self-consciousness they do not regard the church as an institution in its own right: there has been no systematic account of the Catholic ecclesiastical history of the period, or an analysis of the church's relationship to society.

Dr Keenan's book meets both these needs. It examines the social history of Irish Catholicism and the nature of the church as an institution.

By using five diocesan archives, and gathering information from diverse printed sources, the past and the present of the church are brought to life. A useful collection of information about the condition of Irish Catholicism in the nineteenth century which many scholars and students will find rewarding. There are particularly illuminating sections on lay involvement with charitable and educational work, on the social origins of the clergy, on church buildings, on the spread of the new devotional practices, and on the relationship of the church to social customs and superstitions. He writes lucidly, and in a very ordered manner; the reader can use this book as a reference work with great facility.

What Dr Keenan's book is not, however, is a "sociological study", as the title declares. It is a collection of information about the church's social role and structure; there are no comparative statistics, and very few statistics of any sort. Time and time again the reader is brought up against the striking failure of data. Over figures of church attendance, for example, Dr Keenan writes that "clearly most statistical standards cannot be applied" and

instead there are a few random and available contemporaneous estimates. In another place he writes "I have been unable to get any figures, or statistics with regard to parish temperance societies."

Some occasional figures relating to church finance are given, but there is no quantified assessment - indeed Dr Keenan's unhelpful conclusion under this head is that the church "had considerable financial resources." In another place he observes: "The priests themselves were worthy men for the most part. Their besetting sin was drink." It is an interesting observation; but his amplification could well stand as a summary of the book in general - "The evidence available is not statistical but merely the common reports of observers."

Yet as a range of illustrative material, this book has much to commend it. The range is not all that wide, and in places the card-indexes from which the study was doubtless constructed keep slipping from under the reader's feet. The question reproduces information largely found in other studies. But the

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Universities

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The Administrative Studies Department, Athabasca University is recruiting for academics to design and deliver home-study courses in the following areas:

- Marketing/Small Business
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Qualifications: PhD, DBA or LLB preferred. Experience in adult and/or professional education an asset.

Salary: Positions may be filled at one of three levels commensurate with the candidate's qualifications:

Assistant Professor Equivalent - \$31,140 per annum minimum
Associate Professor Equivalent - \$39,204 per annum minimum
Full Professor Equivalent - \$49,428 per annum minimum

The university will be relocated to Athabasca, Alberta, 85 miles north of Edmonton, in the Autumn of 1984.

For more information about the university contact the Association of Commonwealth Universities, Appointments Office, 36 Gordon Square, London, WC1H 0PF.

Reply, with resume and names of three referees, to Coordinator of Recruitment, Athabasca University, 12362 - 149 Street, Edmonton, Alberta, T6V 1G9.

Note: Please send copy of all application documents to Association of Commonwealth Universities, Appointments Office, 36 Gordon Square, London, WC1H 0PF.

The competition will remain open until vacancies are filled. The earliest appointment date will be April 1, 1984. Some subject areas will require budgetary approval.

Athabasca University

THE UNIVERSITY OF ASTON IN BIRMINGHAM

DEPARTMENT OF MECHANICAL ENGINEERING

New Blood Lectureship

Applications are invited for a "New Blood" appointment which has been awarded by the UOC to the Department of Mechanical Engineering in recognition of its developing strength. The work is either in the application of mechanical engineering to the development of identification techniques in the control of mechanical systems. The post would be of interest to mechanical or electrical engineers or applied scientists with an appropriate background. It provides an opportunity for widening experience of digital techniques and developing advanced software for the design and control of machinery. Aston University is creating an exciting modern technological environment for its teaching and research activities. Academic restructuring is proceeding and a Science Park has been set up in operation for over a year. The Engineering Faculty has excellent computing facilities. The Mechanical Engineering Department is a computer aided design for manufacturing, to which the appointee would contribute, attracts considerable industrial interest.

The appointment will be for a period of three years initially, with the possibility of renewal or subsequent transfer to a continuing appointment. Initial salary will be within and up to the maximum of the range £7,190 to £14,125 per annum.

Application forms and further particulars may be obtained from the Staff Officer (Engineering Ref. 894/1984), University of Aston in Birmingham, Aston Green, Birmingham B4 7ET. Tel: 01-562 3011 Ext. 4504. Closing date for receipt of applications is 31st January, 1984.

Macquarie University Sydney, Australia
School of Engineering
LECTURER IN POLYMER (FIXED TERM APPOINTMENT)

Applications are invited for the position of Lecturer in Polymer. The appointee will be responsible for the teaching and supervision of students in the field of polymer science and engineering. The appointee will also be responsible for the development of new research projects in the field of polymer science and engineering. The appointee will be expected to contribute to the development of the School of Engineering and to the University as a whole.

Further information about the position and the University can be obtained from the Staff Officer (Engineering Ref. 894/1984), University of Aston in Birmingham, Aston Green, Birmingham B4 7ET. Tel: 01-562 3011 Ext. 4504. Closing date for receipt of applications is 31st January, 1984.

The Open University Faculty of Mathematics Computing Discipline

Two Lectureships in Computing

Applications are invited for the following posts in the computing discipline of the Faculty of Mathematics:

Post 4685: Lectureship in Computing (permanent post)
Post 4686: Lectureship in Computing (five year post)

The posts have been established in response to major new developments in computing at the Open University, particularly at the postgraduate level.

Applicants for the permanent lectureship should have appropriate experience and qualifications in any area of non-numerical computing. Research and previous teaching or industrial experience will be an advantage. The person appointed will be involved in course production at all levels.

The successful applicant for the temporary lectureship will work on the SERC-funded postgraduate course 'Industrial Applications of Computers'. He/she should possess appropriate research, industrial or teaching experience.

Appointment to the lectureship will be made on the Lecturer salary scale (£7,190-£14,125), starting salary will be at a point appropriate to age and experience.

The lectureships are available immediately. Applicants should state clearly for which post they are applying.

Application forms and further particulars are available from Ms R. L. Johnson (C2), Assistant Secretary (Maths), Faculty of Mathematics, The Open University, Walton Hall, Milton Keynes MK7 6AA, or telephone Milton Keynes (0908) 653784; there is a 24 hour answering service on 653888.

Closing date for applications: 20th January, 1984.

University of Exeter CHAIR OF ENGINEERING SCIENCE

Applications are invited from suitably qualified persons for a Chair of Engineering Science. The post is tenable from 1st October, 1984. The Department of Engineering Science is concerned particularly with multi-disciplinary engineering activities. Candidates should be interested in the application of some aspects of Information Technology to Electronic/Mechanical problems. Salary on the agreed professorial range, current minimum £17,275 p.a.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

University of Exeter CHAIR OF THEORETICAL PHYSICS

Applications are invited for a Chair of Theoretical Physics in the Department of Physics. The post is tenable from 1st October, 1984. Preference will be shown to candidates with a proven research record in the area of Condensed Matter Physics and with a wish to interact with both experimental and theoretical colleagues working in this area. Salary on the agreed professorial range, current minimum £17,275 p.a.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

Canberra College of Advanced Education Australia
School of Applied Science
Conservation of Cultural Materials
LECTURER GRADE 1

\$A27,380-\$30,734 per annum

The College offers undergraduate courses in Associate Diploma and Bachelor degree levels, and a postgraduate diploma in Conservation of Cultural Materials. The College is a member of the Australian Association of Universities and Colleges. The successful applicant will be responsible for the teaching and supervision of students in the field of Conservation of Cultural Materials. The appointee will also be responsible for the development of new research projects in the field of Conservation of Cultural Materials. The appointee will be expected to contribute to the development of the College and to the University as a whole.

General Information: Applications should be sent to the Director of the School of Applied Science, Canberra College of Advanced Education, P.O. Box 100, Canberra, A.C.T. 2601, Australia.

Applicants should give personal particulars, details of qualifications and experience, present appointment, previous appointments, and the names and addresses of three referees. References should be given in the form of a letter, dated and signed by the referee, and should be sent to the Director of the School of Applied Science, Canberra College of Advanced Education, P.O. Box 100, Canberra, A.C.T. 2601, Australia.

In addition the University provides a gratuity of 15% of basic salary on termination of appointment. The gratuity is subject to the University's policy on superannuation. The University also provides a pension scheme for its employees.

Applicants should send three copies of their curriculum vitae, together with full particulars of their qualifications and experience, to the Director of the School of Applied Science, Canberra College of Advanced Education, P.O. Box 100, Canberra, A.C.T. 2601, Australia.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

Victoria University of Wellington New Zealand
U.G.C. POSTDOCTORAL FELLOWSHIPS

In 1984 the University Grants Committee will award 14 postdoctoral fellowships to research fellows in the field of Science and Technology. The appointees will be expected to contribute to the development of the University and to the University as a whole.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

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Universities continued

THE UNIVERSITY OF LEEDS DEPARTMENT OF ITALIAN LANGUAGE AND LITERATURE CHAIR OF ITALIAN LANGUAGE AND LITERATURE

Applications are invited for the Chair of Italian Language and Literature, vacant upon the forthcoming retirement of Professor White. The successful applicant is likely to be a scholar of distinction who will provide imaginative academic leadership in the development of the study of Italian language, literature and society within the University. As the head of the department, the professor will be expected to organise the work of the department and to contribute to the teaching at all levels. While the University would particularly welcome a specialist in the field of 18th and 19th century Italian studies, applications will be considered from those whose main interests lie in other fields. The salary will be within the professorial range, minimum £17,275 p.a.

Applications (two copies) stating age, qualifications and experience and naming three referees should reach The Registrar, The University, Leeds LS2 9JT, United Kingdom, not later than 29th February, 1984, quoting reference number 8/4. Applications from overseas may apply in the first instance by cable, naming three referees, preferably in the United Kingdom.

UNIVERSITY OF GLASGOW

Applications are invited for 2 new Chairs, tenable from 1st October, 1984 or such date as may be arranged.

1. CHAIR OF MATHEMATICS (Ref. No. 51857)

The appointment will be in applicable mathematics. Preference may be given to candidates whose main research interests are in some branch of applied analysis, such as (ordinary or partial) differential equations or continuum mechanics, but other fields will also be considered.

Closing date for applications: 3rd February, 1984.

2. CHAIR OF ASTROPHYSICS (Ref. No. 51867)

Although the successful candidate will be a member of the Department of Astronomy, a major responsibility of the post will be to help guide and develop collaborative research and teaching in the Departments of Natural Philosophy and Astronomy as part of their long term plan for closer association of the two Departments.

Closing date for applications: 13th February, 1984.

Further particulars may be obtained from the Secretary of the University Court, (Room 16, University of Glasgow, Glasgow G12 8QQ, with whom applications (2 copies), giving the name and address of not more than three referees, should be lodged. In reply please quote appropriate Ref. No.

University of the South Pacific SENIOR LECTURER/READER IN LAND MANAGEMENT

Applications are invited for the position of Senior Lecturer/Reader in Land Management.

Candidates for this position should have a degree in Land Management or a related discipline, and should have at least five years' experience in the field. The appointee will be responsible for the teaching and supervision of students in the field of Land Management. The appointee will also be responsible for the development of new research projects in the field of Land Management. The appointee will be expected to contribute to the development of the University and to the University as a whole.

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The Papua New Guinea University of Technology MATHEMATICS LIBRARIAN

The University wishes to make a one year appointment to the position of Mathematics Librarian in the Mathematics Library. The successful candidate will be responsible for the teaching and supervision of students in the field of Mathematics. The appointee will also be responsible for the development of new research projects in the field of Mathematics. The appointee will be expected to contribute to the development of the University and to the University as a whole.

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University of London The London School of Economics and Political Science ESRC Centre in Economic Modelling

Econometrician/Numerical Analyst

The Economic and Social Research Council Centre in Economic Modelling is a major new initiative to provide computing support to economists in the academic community. The centre is funded initially by the Economic and Social Research Council with the aim of its becoming self-financing after approximately five years.

An excellent opportunity is offered to the successful applicant to play an important part in establishing the new Centre and to influence the future development of Economic Modelling. The successful candidate will be expected to have a high level of contact with the academic community, and the Econometrician/Numerical Analyst will be expected to play an important part in the development and maintenance of the Centre's contacts.

The appointment, which will be for a period of five years, will be on a scale of £27,190 to £31,140 p.a. The successful candidate will be expected to have a high level of contact with the academic community, and the Econometrician/Numerical Analyst will be expected to play an important part in the development and maintenance of the Centre's contacts.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

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The University of Auckland New Zealand EDUCATION - LECTURESHP

Applications will be welcomed from well qualified persons in the field of Education. The successful candidate will be expected to have a high level of contact with the academic community, and the Education Lectureship will be expected to play an important part in the development and maintenance of the Centre's contacts.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

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Victoria University of Wellington New Zealand LECTURESHP IN COMPUTER SCIENCE

Applications are invited for the post of Lectureship in Computer Science. The successful candidate will be expected to have a high level of contact with the academic community, and the Computer Science Lectureship will be expected to play an important part in the development and maintenance of the Centre's contacts.

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 30th February, 1984.

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Polytechnics

GLASGOW SCHOOL OF ART

Applications are invited from suitably qualified persons for the four undergraduate posts, all of which are on the Scottish Central Institutions Lecturer A scale £23,133-£31,125 per annum, which are initially offered on a fixed term contract of four years. Successful candidates are expected to take up the posts in August 1984.

The School is a Scottish Central Institution funded by the Scottish Education Department which offers Honours degrees in Architecture and Planning in conjunction with Glasgow University, and BA Hons degrees in Fine Art, Design, and MA in Design, all validated by CNA. The BA Hons courses are all of four years duration.

FIRST YEAR STUDIES

Candidates are sought who have a commitment to the art education process, combined with practical experience and enthusiasm for teaching orientated towards design, to form part of a teaching team in the First Year of the four year course in Fine Art and Design.

SCHOOL OF DESIGN:
GRAPHIC DESIGN AND ILLUSTRATION
(TWO APPOINTMENTS)

The successful applicants would teach in the second and third years of the four year course in the specialist areas of Graphic Design and Illustration. The course includes publicity design, typography, photography, lettering and calligraphy. Computer-aided and media studies related to Graphic Design are being developed and capability in these areas is advantageous.

SCHOOL OF DESIGN:

FURNITURE/INTERIOR/PRODUCT DESIGN

Course tutor is sought to take specific responsibility for the vital second/third year integrated core study in this multi-disciplinary four year course, but will be expected to contribute to other areas of activity in the department. Professional and educational experience should demonstrate enthusiasm for the breadth of study relevant to Furniture, Interior and Product design.

Further particulars and application forms, which are to be returned by Friday, 27th January, 1984, from:

Secretary and Treasurer, Glasgow School of Art,
167 Renfrew Street, Glasgow G3 6RO (19405)

HONG KONG POLYTECHNIC

HEAD

Department of Mechanical & Marine Engineering
(Tenable from May 1984)

Candidates should possess: good academic qualifications, preferably a higher degree or its equivalent in Mechanical/Marine Engineering; substantial teaching experience in tertiary education including academic planning and development of courses to degree graduate and postgraduate levels; substantial experience in the organisation of engineering training and education; significant experience and achievement in research and related professional experience together with corporate membership of an appropriate institution.

The Department of Mechanical & Marine Engineering offers a wide range of study programmes including full-time and sandwich courses in Mechanical and Marine Engineering at Higher Diploma and Higher Certificate levels, up-grading courses for Engineering Officers and a number of extramural courses to cater for the need of practising mechanical and marine engineers in specific areas. A Bachelor of Engineering (Honours) degree course in Mechanical Engineering was introduced in October 1983. This is a full-time, four-year sandwich course accredited by the Council for National Academic Awards in the United Kingdom with the degree being conferred by this Polytechnic on successful students in accordance with the Polytechnic's own regulations.

The successful applicant will be required to direct the Department's academic activities and development, to be responsible for the proper arrangement and administration, to promote effective inter-departmental and external relations and to participate fully in the work of the Polytechnic.

The salary is within a range and not less than HK\$27,200 p.a. (C1 - HK\$11,185 on 13.12.83).

The appointment will be on two-year fixed-term contract. Thereafter, suitable appointments may be offered at the discretion of the Polytechnic. Benefits include vacation leave, passages (for applicant and family on overseas visits), medical and dental benefits, and a terminal gratuity equal to 25% of basic salary received over entire contract period.

Application forms and further information are obtainable from the Association of Commonwealth Universities (Institutional), John Foster House, 30 Gordon Square, London WC1H 0PF. Completed application forms should be returned by 31st January, 1984 with the 1st copy sent to the General Secretary, Hong Kong Polytechnic, Hong Kong, and the 2nd copy to the Association of Commonwealth Universities.

(19432)

SUNDERLAND POLYTECHNIC

Department of Physical Sciences

Materials Science Division

Lecturer II, Senior

Lecturer (Fixed

Term - 6 months)

or Part-time

Lecturers in

Metallurgy

Salary Scale:

£7,215-£10,983 BAR £11,589

£12,185-£15,852 BAR £15,443

Part-time £12.15 per hour

Applications are invited for the

above position(s) for an immediate

start. Successful applicants will be

required to teach metallurgy and

some Materials Science to Degree

and Diploma students. (Applicants

should have normal day-time working

hours in essential for part-time

appointment).

Application forms and further

particulars may be obtained from

the Personnel Officer, Sunderland

Polytechnic, Langdon Tower,

Rhydydd, Road, Sunderland S12

7EE or telephone Sunderland

70233, Ext. 111

Closing date: 20th January, 1984.

(19437)

Sunderland Polytechnic

DO YOU HAVE

WHAT IT TAKES?

TO TEACH THE

FUTURE

COMPUTER

PROFESSIONALS

Sunderland Polytechnic

is seeking a Lecturer in

Computer Science to

teach on a part-time basis

in the evening. The

successful candidate will

have a minimum of 5 years

experience in teaching

Computer Science to

undergraduate students.

The successful candidate

will be responsible for

the development of the

course and for the

recruitment and

management of the

department. The

successful candidate

will be offered a

salary of £12,185

per annum plus

benefits. The

closing date for

applications is

20th January 1984.

(19437)

HONG KONG POLYTECHNIC

The Hong Kong Polytechnic is a large institution of advanced education which offers courses on a wide range of subjects up to vocational and degree level. It is divided into four major academic divisions, comprising 18 teaching departments. It also has a number of inter-departmental institutes and centres. The Polytechnic invites applications for the following posts tenable from September 1984 -

DEPARTMENT OF ACCOUNTANCY

Principal Lecturer/Senior Lecturer in Advanced Financial Accounting, Auditing, Taxation, and Financial Management.

DEPARTMENT OF APPLIED SCIENCE

Principal Lecturer/Senior Lecturer in Organic Chemistry, Inorganic Chemistry, Analytical Chemistry and Food Technology.

Principal Lecturer/Senior Lecturer in Biology, Genetics with Cell Biology/Microbiology, Developmental Biology with Microscopy, Ecology with Plant Physiology/Animal Biology, and Physiology (Human/Comparative).

Principal Lecturer in Materials Science.

DEPARTMENT OF BUILDING & SURVEYING

Principal Lecturer/Senior Lecturer in Quantity Surveying (tenable immediately).

Principal Lecturer/Senior Lecturer in Building Surveying.

Lecturers in Building Management.

Lecturer in General Practice Surveying.

Principal Lecturer/Senior Lecturer in Property and Construction Law.

DEPARTMENT OF BUSINESS & MANAGEMENT STUDIES

Principal Lecturer/Senior Lecturer in Principles and Practices of Management.

Senior Lecturers/Lecturers in Company Law, Mercantile Law, Environmental Law, Personnel Management, Purchasing Management, Behavioural Studies, Organisation Theory, International Marketing, and Banking Studies.

Lecturers in International Economics and Insurance Studies.

DEPARTMENT OF BUILDING SERVICES ENGINEERING

Principal Lecturer in Building Services Engineering: integrated building services design in particular air-conditioning or electrical/electronic systems in building.

DEPARTMENT OF CIVIL & STRUCTURAL ENGINEERING

Lecturers in Coastal Engineering, Offshore Engineering, Field Mechanics, Geotechnology (most tenable immediately).

Lecturers in Transportation Engineering, Environmental Engineering, and Construction Management.

DEPARTMENT OF COMPUTING STUDIES

Principal Lecturer/Senior Lecturer in Data Communications and Networking, Computer Graphics, Social Aspects of Computing, Information Systems, Analysis and Design Methodologies, Simulation, Data Base Design, Computer Aided Learning, Software Engineering, and General Engineering Languages, and Computer Applications.

DEPARTMENT OF ELECTRICAL ENGINEERING

Principal Lecturer/Senior Lecturer in Electrical Engineering: applicants with experience in Power Electronics/Microprocessor Applications preferred.

DEPARTMENT OF ELECTRONIC ENGINEERING

Principal Lecturer in Electronic Circuit Design: applicants with experience in CAD preferred.

Principal Lecturer in Gate Array Technology, Integrated Circuit Fabrication, and Physical Electronics.

Senior Lecturer/Lecturer in Application and Fabrication of Integrated Circuits, Computer Systems, Software Engineering, Control and Instrumentation.

DEPARTMENT OF INSTITUTIONAL MANAGEMENT & CATERING STUDIES

Principal Lecturer/Senior Lecturer in Institutional Management and Catering Studies: Professional Cookery, Food and Liquid Service, Food and Beverage Management, Housekeeping, Front Office Operations, Facility Planning, Accommodation Management; Applied Legal and Economic Aspects, Marketing, Sales and Consumer Studies, Tourism; Applied Control, Book-keeping and Financial Management; Applied Computing; Personnel Training Studies, Applied Communication Aspects; Supervisory and Management Studies for the Hospitality Industry.

DEPARTMENT OF LANGUAGES

Principal Lecturer/Lecturers in Chinese Language, and English Language.

DEPARTMENT OF MATHEMATICAL STUDIES

Principal Lecturer/Senior Lecturer in Mathematics, Statistics, Operations Research, including Computational Methods.

DEPARTMENT OF NAUTICAL STUDIES

Principal Lecturer/Senior Lecturer in General Nautical, Survival and Tanker Studies, Electronics Navigational Aids and Simulation.

Principal Lecturer in Marine Electronics, Control and Radio Communication.

DEPARTMENT OF PRODUCTION & INDUSTRIAL ENGINEERING

Principal Lecturer/Senior Lecturer in CAD/CAM.

SCHOOL OF SOCIAL WORK

Principal Lecturer/Senior Lecturer in Social Work.

Senior Lecturer/Lecturers in Sociology and Psychology.

SCHOOL OF DESIGN

Principal Lecturer/Senior Lecturer in Product Industrial Design, Knitwear Design, Fashion Design, Interior Design, Foundation/Basic 3D Design, Design Management, Design History.

Senior Lecturer/Lecturers in Illustration, Typography, Photography/Audio-visual, Ergonomics, Graphics/Advertising Design, Furniture Design, Oriental Art History.

INSTITUTE OF TEXTILES & CLOTHING

Principal Lecturer/Senior Lecturer in Clothing Technology and Clothing Production.

INSTITUTE OF MEDICAL & HEALTH CARE

Principal Lecturer/Senior Lecturer in Optometry.

Senior Lecturer/Lecturers in Physiotherapy, Occupational Therapy, Behavioural Science, Diagnostic Radiography, Medical Laboratory Science and Nursing Studies.

CENTRE OF LAND & ENGINEERING SURVEYING

Senior Lecturer/Lecturers in Land and Engineering Surveying: applicants with specialty interest in Micro-topography and Engineering Surveying, Metrology, Digital Mapping and Automated Cartography; Automated Field Data Acquisition and Analysis preferred.

PRINCIPAL LECTURER/SENIOR LECTURER (DEPARTMENTAL LEADER OF EVENING STUDIES)

Posts of Principal Lecturer/Senior Lecturer (Departmental Leader of Evening Studies) are also tenable in the following Departments:-

Department of Accountancy: At Principal Lecturer or Senior Lecturer level tenable from September 1984.

Department of Languages: At Senior Lecturer or Senior Lecturer level tenable from September 1984.

School of Social Work: At Senior Lecturer level tenable from September 1984.

Successful applicants for the Principal Lecturer/Senior Lecturer (Departmental Leader of Evening Studies) posts will be responsible to the head of department, and will deputise for him, where appropriate, in all matters relating to the department's evening programmes. Their major role is to ensure that the evening programmes are fully integrated into the activities of the departments, and that evening teaching is given due recognition and appropriate attention as that given to full-time courses.

The work will include the organisation of evening programmes, the supervision of all aspects of evening examinations, the planning of teaching/learning packages, and the co-ordination of evening academic supervision. He will also be expected to assume the role of tutor to evening students, and to teach on evening programmes as part of his normal duty, and other academic functions.

Applicants must be fully qualified for their rank and be able to convert to a full-time teaching role in their subject areas when required. Those interested in evening teaching programmes, and good knowledge of education technology are essential. Familiarity with local needs and wide acquaintance with the key people in their professions are highly desirable.

Qualifications for Appointment and Salaries (At 13.12.83 C1 - HK\$11,185)

Principal Lecturer: HK\$250,000 - HK\$289,320 p.a. Candidates should have (a) a good honours degree or professional qualification and an advanced specialist qualification or extensive experience in a specialised field; (b) substantial professional experience; and (c) proven administrative ability.

Senior Lecturer: HK\$175,000 - HK\$228,380 p.a. Candidates should have (a) a good honours degree or professional qualification and preferably an advanced specialist qualification; (b) substantial professional experience; and (c) proven administrative ability.

Lecturer: HK\$94,440 - HK\$118,120 p.a. Candidates should have (a) a good honours degree or equivalent professional qualification but, in certain disciplines, candidates with lower qualifications, such as at Higher Technical level, may be considered; and (b) at least three years professional experience.

Conditions of Service: Appointment will be on two-year fixed-term contract. Thereafter suitable appointments may be offered on a permanent basis. The successful candidate will be offered a salary of HK\$12,185 p.a. plus benefits. The successful candidate will be offered a salary of HK\$12,185 p.a. plus benefits.

Further information and application forms are obtainable from the Association of Commonwealth Universities (Institutional), John Foster House, 30 Gordon Square, London WC1H 0PF. Completed application forms should be returned by 31st January, 1984 with the 1st copy sent to the General Secretary, Hong Kong Polytechnic, Hong Kong, and the 2nd copy to the Association of Commonwealth Universities.

(19432)

POLYTECHNIC OF THE SOUTH BANK

Borough Road, London SE1 0AA

FACULTY OF EDUCATION, HUMAN AND SOCIAL STUDIES

Department of Nursing & Community Health Studies

PRINCIPAL LECTURER IN

POST-BASIC NURSING EDUCATION

(Ref: N.S. 37)

Applications are invited for the above post in the Department of Nursing & Community Health Studies. Candidates are required to be Registered Nurses. Teachers and have a degree in a relevant subject area. Additional experience in nursing research and/or with mature students at post-basic level is an advantage. Also some teaching experience in an educational institution or in distance learning techniques is desirable.

The successful candidate will primarily be responsible for co-ordinating and working with a team of 8 other Registered Nurse Teachers. There is a considerable amount of research activity in the Department, which offers a stimulating environment in which to work. There are opportunities for liaison with other members of the team and links with professional colleagues in the community.

Salary Scale: £18,508 - £21,812 p.a. (Grade 6 of London Allowance).

Further details and application forms from the Staffing Office, tel. 01-528 8949 Ext. 3282.

Closing date: 20th January 1984.

(19432)

Manchester Polytechnic

Department of Electrical and Electronic Engineering

LECTURER II IN

ELECTRONICS

Applicants should be well qualified in Electrical and Electronic Engineering, with a minimum of 5 years' experience in the field of Electronics. Applicants should have a minimum of 3 years' experience in the field of Electronics. Applicants should have a minimum of 3 years' experience in the field of Electronics.

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Research continued

UNIVERSITY OF EAST ANGLIA
Norwich
DISTRIBUTED
DATABASE PROJECT
RESEARCH
ASSOCIATE

Applications are invited for two posts of Research Associate in the Department of Computing Science. The project is concerned with the development of a distributed database system which involves a number of universities and is carried out under a grant from the Science Research Council. The project is of international importance and is available for the project which uses a personal computer, and which has links with other projects in Europe. The project is about to enter its third and fourth years, and the posts are for one year only, but offer the opportunity to gain experience in the development of a distributed database system. Post 1: Applicants should have a good honours degree, BSc Part II or equivalent. Post 2: The second post is concerned more with the organisation and execution of testing over the network of sites. Applicants should have a degree in a relevant subject, and a good knowledge of computer science and database systems. Salary scale for both posts is £8,310-£13,500 per annum.

Further details of the project and posts may be obtained from: Professor P. M. Stoker, Director, Computing Centre, University of East Anglia, Norwich NR4 7TU to whom applications should be sent with two recent photographs and a curriculum vitae.

University of London
Chelsea College
Centre for Research in Mathematics (CRM)
RESEARCH FELLOW

Applications are invited for the post of Research Fellow on the CRM project. The project aims to develop a research programme in the lower end of the mathematical spectrum, and to provide a research environment for young mathematicians. The project is funded by the Nuffield Foundation. The post is for one year, with the possibility of extension. The salary scale is £8,310-£13,500 per annum.

The requirement is for a senior person with experience in research in mathematics. Salary up to £13,500 p.a. plus £1,185 London allowance.

The post is available from January 1984, but an earlier start would be considered. Further details from the Director of CRM, University of London, 100 Victoria Road, London SW10 0JX, by 30 January 1984.

City of Birmingham
Polytechnic
National Centre for Down's Syndrome
RESEARCH ASSISTANT

Research Assistant in the Department of Down's Syndrome. The post is for one year, with the possibility of extension. The salary scale is £4,941 p.a. plus £1,185 London allowance.

Colleges of Technology

Lithian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

LECTURER 'A' IN BUSINESS STUDIES

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Business Studies and preferably have pursued relevant postgraduate studies. An Honours degree in Business Studies, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

LECTURER 'A' IN ACCOUNTING

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Accounting, and preferably have pursued relevant postgraduate studies. An Honours degree in Accounting, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

Further details and applications should be sent to: The Administrative Officer (Personnel), Napier College of Commerce and Technology, 100 Victoria Road, Edinburgh EH10 0DT.

Brunel University
Department of Government
Centre for the Study of
Community and Social
Relations
FOUR FULL-TIME
RESEARCH AND
DEVELOPMENT
AND TRAINING
POSTS

Applications are invited for four full-time research and development and training posts in the Centre for the Study of Community and Social Relations. The Centre will specialise in the study of the relationships between the community, the state, and the individual. The posts are for one year, with the possibility of extension. The salary scale is £8,310-£13,500 per annum.

Further details of the project and posts may be obtained from: Professor P. M. Stoker, Director, Computing Centre, University of East Anglia, Norwich NR4 7TU to whom applications should be sent with two recent photographs and a curriculum vitae.

University of London
Chelsea College
Centre for Research in Mathematics (CRM)
RESEARCH FELLOW

Applications are invited for the post of Research Fellow on the CRM project. The project aims to develop a research programme in the lower end of the mathematical spectrum, and to provide a research environment for young mathematicians. The project is funded by the Nuffield Foundation. The post is for one year, with the possibility of extension. The salary scale is £8,310-£13,500 per annum.

The requirement is for a senior person with experience in research in mathematics. Salary up to £13,500 p.a. plus £1,185 London allowance.

The post is available from January 1984, but an earlier start would be considered. Further details from the Director of CRM, University of London, 100 Victoria Road, London SW10 0JX, by 30 January 1984.

City of Birmingham
Polytechnic
National Centre for Down's Syndrome
RESEARCH ASSISTANT

Research Assistant in the Department of Down's Syndrome. The post is for one year, with the possibility of extension. The salary scale is £4,941 p.a. plus £1,185 London allowance.

Colleges of Technology

Lithian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

LECTURER 'A' IN BUSINESS STUDIES

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Business Studies and preferably have pursued relevant postgraduate studies. An Honours degree in Business Studies, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

LECTURER 'A' IN ACCOUNTING

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Further details and applications should be sent to: The Administrative Officer (Personnel), Napier College of Commerce and Technology, 100 Victoria Road, Edinburgh EH10 0DT.

GLASGOW
COLLEGE OF
TECHNOLOGY

The Polytechnic Institute of H.E. invites applications for the following posts:

SENIOR
LECTURERS 'A'

£12,228-£13,572 (Bar) £13,125

BUSINESS ADMINISTRATION - Candidates should have a degree or equivalent in an appropriate area and should have a developed interest in modern office technology. Where appropriate the successful candidate may be offered the designation of Reader.

PUBLIC ADMINISTRATION - Candidates should have a degree or equivalent in an appropriate area and should have a developed interest in modern office technology. Where appropriate the successful candidate may be offered the designation of Reader.

LECTURER 'A'
£8,313-£12,228 (Bar) £13,125

ELECTRICAL AND ELECTRONIC ENGINEERING - The successful candidate should be a fully qualified person with a minimum of five years' experience in the design and development of electronic equipment. The successful candidate will be responsible for teaching, developing and managing courses in the Department and will also be expected to contribute to the research programme of the Department. The successful candidate should have a good knowledge of electronic equipment and should be able to design and develop electronic equipment. The successful candidate should have a good knowledge of electronic equipment and should be able to design and develop electronic equipment.

Further details and applications should be sent to: The Administrative Officer (Personnel), Glasgow College of Technology, 100 Victoria Road, Glasgow G1 1JH, by 30 January 1984.

The requirement is for a senior person with experience in research in mathematics. Salary up to £13,500 p.a. plus £1,185 London allowance.

City of Birmingham
Polytechnic
National Centre for Down's Syndrome
RESEARCH ASSISTANT

Research Assistant in the Department of Down's Syndrome. The post is for one year, with the possibility of extension. The salary scale is £4,941 p.a. plus £1,185 London allowance.

Colleges of Technology

Lithian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

LECTURER 'A' IN BUSINESS STUDIES

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Business Studies and preferably have pursued relevant postgraduate studies. An Honours degree in Business Studies, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

LECTURER 'A' IN ACCOUNTING

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Accounting, and preferably have pursued relevant postgraduate studies. An Honours degree in Accounting, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

Further details and applications should be sent to: The Administrative Officer (Personnel), Napier College of Commerce and Technology, 100 Victoria Road, Edinburgh EH10 0DT.

Overseas

Education
Development Scheme

A number of Study Awards are to be offered by the Overseas Development Administration to enable candidates to enhance their qualifications by study or research and to widen their expertise to fit them for further employment within the Aid Programme or within related activities.

Applicants must be British Citizens below the age of 45 with a minimum of 5 years overseas experience in an aspect of education and should hold a degree and a professional teaching qualification.

Awards which are made for a minimum of six months to two years cover fees and provide an allowance towards living costs, books and stationery. The amount is determined by the circumstances of the candidate.

Closing date for application forms is 1st March, 1984.

Further details and applications can be obtained from:

Overseas Development Administration,
Room AH 358, Abercrombie House,
Eaglesham Road, East Kilbride, Glasgow G75 8EA.

Please quote Reference AH 358/Z

ODA
OVERSEAS
DEVELOPMENT

BRITAIN HELPING NATIONS
TO HELP THEMSELVES

University of Natal
Durban, South Africa
Department of General
Linguistics and
Communication
LECTURER

Applications are invited from suitably qualified persons for the post of Lecturer in General Linguistics and Communication. The successful candidate will be responsible for teaching, developing and managing courses in the Department and will also be expected to contribute to the research programme of the Department. The successful candidate should have a good knowledge of electronic equipment and should be able to design and develop electronic equipment.

Further details and applications should be sent to: The Administrative Officer (Personnel), University of Natal, 100 Victoria Road, Durban, by 30 January 1984.

The requirement is for a senior person with experience in research in mathematics. Salary up to £13,500 p.a. plus £1,185 London allowance.

City of Birmingham
Polytechnic
National Centre for Down's Syndrome
RESEARCH ASSISTANT

Research Assistant in the Department of Down's Syndrome. The post is for one year, with the possibility of extension. The salary scale is £4,941 p.a. plus £1,185 London allowance.

Colleges of Technology

Lithian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

LECTURER 'A' IN BUSINESS STUDIES

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Business Studies and preferably have pursued relevant postgraduate studies. An Honours degree in Business Studies, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

LECTURER 'A' IN ACCOUNTING

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Accounting, and preferably have pursued relevant postgraduate studies. An Honours degree in Accounting, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

Further details and applications should be sent to: The Administrative Officer (Personnel), Napier College of Commerce and Technology, 100 Victoria Road, Edinburgh EH10 0DT.

Overseas continued

UNIVERSITY OF CAPE TOWN
Lectureships (three) at
the Michaelis School
of Fine Art

Applications are invited for the undermentioned posts, vacant from 1 February 1984.

1. Lecturer in Ceramics
Candidates should have expert knowledge of ceramic sculpture including the necessary technical knowledge of glazes, firing and associated procedures. A high level of creative achievement as well as teaching experience of university level is essential. A portfolio giving full documentation of creative work must accompany the application.

2. Lecturer in Foundation Studies
Teaching experience at a university level is essential. Expert knowledge of the disciplines of drawing, basic design and anatomy is required. Candidates are required to show evidence of their creative work. A full portfolio of creative work is required.

3. Lecturer in Photography
Candidates should have expert knowledge of black and white and colour procedures and should be familiar with colour processes as well as teaching experience of university level is required, as is evidence of a high level of personal creativity in the photographic field. A fully documented portfolio of creative work is essential.

The closing date for applications is 6 January 1984.

Lectureship in Portuguese

Applications are invited, irrespective of sex, race or religion, for a newly established post of Lecturer in Portuguese which it is hoped to fill later than 1 January 1984 with a view to introducing teaching in Portuguese as from the start of the 1985 academic year. Applicants should preferably be Portuguese nationals holding a degree from a Portuguese university. Proficiency in English is a requirement. The closing date for applications is 18 January 1984.

General

Appointments for all the above posts will be made according to regulations and experience on the salary scale: R12 057-20 723 (R12 057-20 723 per annum). In addition a service bonus of up to one month's salary is payable annually. For the Lectureship in Portuguese, the appointment will be on a contractual basis for a period of up to five years in the first instance.

The University is expanding a general salary revision with effect from 1 January 1984. Information is presently available from the Department of Human Resources.

Applicants should submit a curriculum vitae (in English in the case of the Lectureship in Portuguese), stating present salary, research interests and publications, the date duty could be assumed, and the names and addresses of three referees whom the University may approach.

Further information concerning these posts and general staff benefits should be obtained either from the Secretary, SA Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE, or from the Registrar (Attention: Appointments Office), University of Cape Town, Private Bag, Rondebosch, 7700, Department E/318, South Africa, by whom applications should be received not later than 16 January 1984.

The University's policy is not to discriminate on the grounds of sex, race or religion. Further information on the implementation of this policy is obtainable on request.

Queen's University
Department of Art
ART HISTORY

Applications are invited for the post of Lecturer in Art History. The successful candidate will be responsible for teaching, developing and managing courses in the Department and will also be expected to contribute to the research programme of the Department. The successful candidate should have a good knowledge of electronic equipment and should be able to design and develop electronic equipment.

Further details and applications should be sent to: The Administrative Officer (Personnel), Queen's University, 100 Victoria Road, Kingston, by 30 January 1984.

The requirement is for a senior person with experience in research in mathematics. Salary up to £13,500 p.a. plus £1,185 London allowance.

City of Birmingham
Polytechnic
National Centre for Down's Syndrome
RESEARCH ASSISTANT

Research Assistant in the Department of Down's Syndrome. The post is for one year, with the possibility of extension. The salary scale is £4,941 p.a. plus £1,185 London allowance.

Colleges of Technology

Lithian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

LECTURER 'A' IN BUSINESS STUDIES

Salary on Scale: £8,313-£12,228 (Bar) £13,125. Applications should have specialised knowledge of one of the main areas of Business Studies and preferably have pursued relevant postgraduate studies. An Honours degree in Business Studies, Economics or Sociology would be the most appropriate qualification, and an interest in pursuing research relevant to the work of the Department would be an advantage.

Further details and applications should be sent to: The Administrative Officer (Personnel), Napier College of Commerce and Technology, 100 Victoria Road, Edinburgh EH10 0DT.

PRINCIPAL
ARMIDALE COLLEGE OF
ADVANCED EDUCATION

The College Council invites applications for the position of Principal, which will become vacant following the retirement of Mr P. Lamb in January, 1984.

Armidale, a rural city with a population of 21,500, is located on the New England Tableland 500 km north of Sydney. The College, which overlooks the city, is situated in 50 hectares of beautiful grounds and well-developed sporting facilities.

The College was established in 1928 as Armidale Teachers College, becoming an autonomous College of Advanced Education in 1973. Its influence has extended beyond its immediate region to the whole of Australia, and, in recent years, into a number of Pacific countries.

The College offers, in addition to degree and graduate diploma programmes, in Primary/Infants Education, a range of specialist graduate diplomas covering Aboriginal, Multicultural and Asian Studies, Local and Applied History and School Administration.

Nurse training is its other major area of specialisation. It already offers post-basic qualifications in Nurse Education and Nursing Administration and to these is about to add Community Health Nursing. Further, the recent decision of the New South Wales Government to make Initial Nurse Education a C.A.E. responsibility from the beginning of 1985 is expected to produce, by 1987, an increase in the College's internal enrolment of 20%.

The current enrolment of the College is 1800 students, 500 of them internal.

Now that the continued autonomy of the College is no longer in question, moderate growth is assured. At the same time, the close links with the neighbouring University of New England in resource sharing and rationalisation will continue.

The Principal is the chief academic and administrative officer of the College, and is responsible to the Council, of which he/she is a member, for the governance of the College and for the promotion of the College's interests and the furthering of its development.

Applications are invited from persons with appropriate qualifications and experience and should reach: The Chairman, Armidale College of Advanced Education, Mosman Street, ARMIDALE NSW 2350 AUSTRALIA by 9.00 a.m. Monday 21st February, 1984.

Applicants should provide the names and addresses of three (3) referees. All inquiries and applications will be treated in the strictest confidence. The College Council reserves the right to appoint by invitation.

Further information about the position and detailed information about the College may be obtained by writing to the Chairman at the above address.

ARMIDALE COLLEGE OF ADVANCED EDUCATION
IS AN EQUAL OPPORTUNITY EMPLOYER

40087

Administration

Welsh Office — Y Swyddfa Gymreig
Department of Education and Science

HM Inspectors of Schools

HM Inspectors provide a service of professional advice to the Secretary of State. Duties primarily involve inspecting and advising all educational institutions, writing reports, and includes consulting with local authorities.

Current vacancies are in the following specialisms: Primary Education — Junior/Nursery/Infant/Special Educational Needs; Mathematics; English; Home Economics; Design/Craft/Technology; Religious Education; Welsh; Modern Languages; Biology Art and Design.

Candidates should have appropriate qualifications and normally at least ten years teaching experience, and an informed interest in current educational thought and practice. Knowledge of the Welsh language and experience in a senior managerial capacity in schools or colleges would be an advantage. For at least one of the posts, it would be an added advantage if candidates had particular interest and experience in dealing with pupils having special educational needs.

Starting salary is within the range £15,605 — £20,790. Promotion prospects.

For further details and an application form (to be returned by 27 January 1984) write to Civil Service Commission, Alcon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68551. (answering service operates outside office hours).

Please quote ref G/613/4.

PLEASE
MENTION THE
T.H.E.S.
when
replying to
advertisements

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointments as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the educational system.

Current vacancies are for specialists in:

PRIMARY EDUCATION Ref 1/84

Candidates should have appropriate teaching experience and knowledge of current thinking and practice relating to nursery, primary or middle schools. It will be an advantage if they have knowledge and experience in any of the following: mathematics, science, crafts, art or music. Candidates should indicate whether they have particular experience with part of the relevant age range and should refer to any special interest or knowledge of other aspects of the primary/middle school curriculum.

SECONDARY EDUCATION Ref 2/84

Religious Education

Candidates should have graduate qualifications in theology/religious studies (or related areas) either in a single subject or in a combined studies degree. Recent experience of the subject in secondary education, teacher training, advisory work, further or higher education are required.

General Secondary

Candidates should have good academic qualifications and substantial experience in a senior management position in secondary schools. Applicants with experience in education or in careers other than education will be welcome, but it is important that such applicants should normally have completed at least six years teaching in, say, two establishments.

Starting salary for all posts is within the range £15,600-£20,800 (higher in London). Relocation expenses of up to £3,000 may be payable.

Application forms (to be returned as soon as possible and not later than 27th January 1984) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, Room 1617, Elizabeth House, 38 York Road, London SE1 7PH, telephone 01-928 9222, extensions 2768 or 2237. Please quote the appropriate reference. (18448)

RICHMOND COLLEGE
The American International College of LondonPosition: Deputy to the
President for Development

Richmond College is an expanding, independent, non-profit, international liberal arts university college with a current student population of nearly 700 in which 70 nations are represented. The Deputy for Development is responsible for planning and administering the implementation of recruitment activities and works with the President in the areas of fund raising, program development and public relations.

The Deputy for Development reports to the President; the Associate Deputy for Development and the Director of Admissions report to the Deputy for Development.

Qualifications: applicants are required to submit evidence of successful development and managerial experience relevant to the responsibilities described above. Preference given to applicants with international experience.

Position available immediately. Salary is competitive for the position and is negotiable, depending on experience and credentials.

Letter of application, curriculum vitae, names and addresses of three references and statement of salary expectations should be submitted by airmail to: William J. Petrak, President, Richmond College, Queens Road, Richmond, Surrey TW9 6JP, England. (18429)

Special Book Numbers
1984

Feb	3 European Studies 10 Social Administration 17 Environmental Sciences (I) 24 American Studies
March	9 Education (I) 16 Maths & Physics (I) 25 Economics (I) 30 History (I)
April	6 Biological Sciences (I) 27 Sociology (I)
May	4 English 11 Chemistry 18 Philosophy 25 Engineering
June	1 Law 8 Psychology (I)
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Oct	5 Economics (I) 12 Environmental Sciences (II) 19 Sociology (II) 26 Maths & Physics (II)
Nov	2 History (II) 9 Psychology (II) 16 Politics 23 Biological Sciences (II)
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